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ABSTRACT

A survey conducted individually with 50 retired adult readers (10 males and 40 females), who are middle or upper-middle class former professionals, was made in central New Jersey to determine their reading choices and to compare personal factors of sex, physical condition, and social activity with the number of books read in a six month period. Of those surveyed, 74% preferred biographies, 68% preferred travel books, and 62% preferred fiction. All of the males read newspapers and 90% read books and magazines, whereas 90% of the females read newspapers and 87.5% read books and magazines. The mean readability level of books listed was 8.3, though proportionately more books had a readability level of 7; however, readability was not a factor in book selection. In another phase of the study some 67 other retired persons selected 99 books for which reading levels were calculated, and a list of materials read by retired adult persons was prepared. (Tables are included which (1) show the percentage of the population surveyed which had read or would like to read each book in the survey, including a citation of the reading level of each book, and (2) which picture the relationship between personal factors and book choices.)
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THE RETIRED ADULT READER: HIS READING INTERESTS AND CHOICES AND THE READABILITY LEVELS OF THEM

A THESIS

SUBMITTED TO THE FACULTY

OF THE GRADUATE SCHOOL OF EDUCATION

OF

RUTGERS UNIVERSITY

THE STATE UNIVERSITY OF NEW JERSEY

BY

KATHLEEN M. SLAYTON MOSHEY

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

MASTER OF EDUCATION

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CHAPTER I

THE PROBLEM

Background of the Problem

In a society where the young are catered to and the old are tolerated, it is not surprising to find this attitude reflected in the field of reading. Great emphasis has been placed on the initial stages of reading and on the subsequent developmental stages, but little attention has been focused on the adult reader with his particular problems. Recently, our attention has been focused on the adult reader with the conception of open enrollment programs in community colleges. The problems of the adult reader have also been recognized by Army-sponsored literacy programs, and various remedial reading programs active in reform schools and a few prisons. But nowhere can there be found reading programs for the Retired Adult Reader--because absolutely no attention has been focused on this particular segment of society.

A review of the literature revealed a scarcity of studies in the area of the adult reader and the nonexistence of research on the Retired Adult Reader. In 1929, Gray and Munroe conducted a nationwide survey of The

Reading Interests and Habits of Adults under a grant from the Carnegie Corporation of New York. This report was the landmark study in this field. The Carnegie Corporation was concurrently financing eight major research projects, one of which was Thorndike's study of adult learning (Gray & Munroe, 1929). Similarly, the necessary funds for Waples and Tyler's study on What People Want to Read About (1931) were provided by the Carnegie Corporation at the time the American Association for Adult Education and the American Library Association for a joint committee on the Reading Interests and Habits of Adults was established.

The American Economic Depression of 1929 and its subsequent events prevented the continuation of research in these areas, and it was not until 1940 that Waples published his book, What Reading Does to People (1940), that merely reviews the literature previously written about the effects of reading on individuals and only superficially covers the area of the adult reader.

By 1945, the National Society for the Study of Education (NSSE) had dealt with several aspects of theory and practice in teaching reading in earlier yearbooks when Gray, chairman of the 36th Yearbook Committee, urged the publication of a book on reading instruction at the secondary school and college levels (1948). He further stated that it was the consensus of the committee that no one

yearbook would adequately cover this field of reading and urged further study into the area of adult reading. This was not adopted by the NSSE until 1954 and was published in 1956. This 55th yearbook, titled Adult Reading (1956), synthesized the "what," "how," and "why" of adult reading in addition to dealing with the role of the public and college library, and availability of materials, but it did not cover the Retired Adult Reader.

In 1946, the National Opinion Research Center (NORC) conducted a study for the American Library Association comparing the reading habits of 200 adults in each of 15 medium to large cities in the United States to the library and bookstore ranking of the cities. Again in 1965, NORC conducted the first Amalgam Survey to determine the quantitative and qualitative characteristics of adult reading and availability of books. This study emphasized the amount and categories of books read by the reader and did not concern itself with the reader, his process of reading, or the physiological difficulties which might affect his reading (Knight & Nourse, 1969).

Statement of the Problem

The purpose of this study was to make a dent into the vast untapped area of Retired Adult Readers by surveying their interests, to establish a list of materials that they prefer to use, and to determine the readability levels

of a group of books selected by retired adults.

The purpose of the survey was to determine the following:

1. What are the topics that retired adults tend to read about?

2. What reading materials do retired adults prefer: books, magazines, or newspapers?

3. Which books are most frequently chosen from a list that was prepared by retired citizens?*

4. What is the readability level of the books from the prepared list?*

5. What are the names of the books they are currently reading?

Definition of Terms

Adult reader refers to any individual who is outside of his formal academic setting and sustains his habit of reading, based upon his previously learned skills of materials that require both denotative and connotative abilities.

Reading interest is a curiosity towards a particular subject which has the power to hold the attention of the reader.

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*This list was prepared by a group of retired adults for the purpose of purchasing the books for a nursing home. See "Rhode Island Project," Chapter II.

Retired adult refers to all adults who are no longer employed whether they are above 65 years of age or not, and who no longer seek any future employment.

Importance of the Study

A recently published article (Urlanis, 1971) stated that the average age of the population is rising in most industrial developed countries; and that the number of people over 65 has roughly increased by half since 1900 and in some countries has even doubled. These steadily increasing numbers of adults who reach the age of retirement, in good health, mentally alert with many years of accumulated knowledge, then face a life of at least 25 more years. According to Futuralogist, Robert Prekoda, the life expectancy may exceed 90 years as early as 1980 and reach nearly 100 by 1990 and 120-130 by the first third of the twenty-first century (Urlanis, 1971). To many retired adults they are years of frustration and uncertainty. They have a great deal of unchanneled energy and tend to become bored and frustrated. They are worried that they will not be able to survive economically on a fixed income in the face of increasing inflation, and they worry about not being able to meet the expenses of any possible extended health care. The federal government, only as late as 1971, recognizing the problem of the increasing numbers of retired adults, held a Conference

on Ageing in the Fall of that year. Many older people with so much time tend to spend a large amount of it day-dreaming and tend to deteriorate rapidly mentally and physically through a process of becoming progressively less and less active. Lucioli (1964) states:

> Confinement to bed, wheelchair or house is often accompanied by a mental claustrophobia of self-concern. . . . The physical act of reading is in itself an attack on the endlessness of time. Thoughts otherwise limited to medical or bodily concerns turn to other things and from the books come topics of conversation, examples for understanding, suggestions for hobbies or home occupations. Time is valuable again [and] . . . his morale moves skyward [p. 782].

Reading is, therefore, a helpful and pleasant way for many adults to occupy their time and vicariously partake in experiences they physically are no longer able to do, such as sports or traveling.

Although it has not been proven, it is the opinion of this writer that reading mentally stimulates the Retired Adult Reader and prevents the early onset of geriopsychosis. This writer also feels that many retired adults gradually turn away from reading because of their changing vision and a lack of knowledge of or guidance toward the visual aids available to them. It seems, to this writer, that there is a vast unexplored area in the field of reading where groundwork needs to be laid in order that the Retired Adult Reader no longer remain "the neglected reader." Thus, this study is important to lay

the groundwork for further research into the area of the Retired Adult Reader.

Overview of the Study

This study consists of three parts: surveying the reading interests of Retired Adult Readers, determining the readability levels of the 100 books selected for use on the survey, and preparing a list of materials to use with the Retired Adult Reader.

Chapter III describes the construction of the survey, the rationale for each question, the selection of books for the survey, how their readability levels were determined, description of the tryout of the pilot form, and the procedures used in obtaining subjects, responses, and treatment of data.

The list of materials (see Appendix D) is divided into the following areas: books not included in the list in the survey which Retired Adult Readers expressed interest in or wrote on the questionnaire they had recently read, magazines most frequently subscribed to, and newspapers most frequently subscribed to. A presentation of the data pointing out correlations plus a discussion of findings are in Chapter IV, while Chapter V summarized the study, suggesting further research.

Limitations of the Study

Because this is a descriptive survey, meant to lead the way for further research with older readers, it was not constructed to determine the IQ of the subject, his reading habits or ability, to determine his visual-perceptual needs, to determine flexibility in reading, or establish a relationship between the reading habits of the Retired Adult Reader and the onset of geriophychosis.

Another limiting factor was the varied personal factors the surveyor encountered in dealing with this segment of population. Older people resent being categorized, and they are skeptical about life, suspicious of strangers, and reticent to answer questions. In other words, the sample group was not a captive audience, such as is found in a classroom, but had to be individually sought out and was free to refuse or accept to be surveyed. People tend to boast about their accomplishments and not want to discuss those things in which they are less proficient. Thus, this survey tended to tap that segment of the Retired Adult Readers that were heavy readers. Therefore, the segment surveyed was not a representative cross-section of the retired population.

Another limitation of the study was the construction of the survey itself. Not knowing the various

idiocyncracies of the retired adult, the surveyor included several items in the survey that the population were sensitive to and thus not all items were answered by everyone. In piloting the survey, it was not discovered that question 12 was unessential in gathering data necessary to the problem of the thesis. It is the surveyor's feeling that the following question, in place of the existing question #12, would have strengthened the study: proposed Question 12. By what means do you choose your books? Book Reviews? _____ Book Clubs? _____ Recommendations of Friends? _____ Knowledge of the Author? _____ Topic of Interest? _____ Convenience? _____ Other? _____

Another limitation of the study was the tool used in determining the readability levels of the books. The surveyor selected the Fry Readability Scale based upon its quick and easy administration; it in no way measures the complexity of the plot or the degree of concentration needed by the reader to attain comprehension of the story, which also affect the readability level.

A final limitation of the study was the list of books selected for use in the study. It was selected because of its recent publication and its apparent serviceability to this study. However, it was found upon using it that within a year's time the list had become greatly outdated, just as the list of current materials

read by the Retired Adult Reader, which was compiled as part of this study, will rapidly become outdated.

CHAPTER II

REVIEW OF THE LITERATURE

The majority of studies on the adult reader were clustered around 1930, and were financed by the Carnegie Corporation. These studies, which form the foundation upon which present research is based, were carried on for the most part at the University of Chicago and represent a combination of interests of sociology, education, and the library school.

Until now, no one single work has solely devoted itself to the Retired Adult Reader, although fragments that are related to the Retired Adult Reader have been gleaned from a few sources. The information that was abstracted and found useful to this study can be categorized as follows: the status of reading, motivation in reading, what adults read--factors that influence reading, how previous reading patterns affect permanent reading habits, readability, trends in educational attainment, and surveying.

The Status of Reading

Wheeler, former director of the Enoch Pratt Free Library in Baltimore, Maryland, urged a 5-year concentrated

effort in promoting adult reading because of statistical results showing that the adult circulation of books was about half what it was in 1939 (Wheeler, 1963).

In Table 1 we see that in the eight decades between 1880 and 1960, the number of published book titles grew at an annual average rate of 2.5%. Between 1900 and 1910 the most impressive growth in a decade occurred. The date 1910 marked the end of more than 30 years of growth, after which it declined to the lowest point of the century in 1920 as a direct result of the United States involvement in World War I. The prosperity of the book industry was halted in the aftermath of the depression, but resumed its growth in the mid-thirties. When the United States entered World War II, the book publication industry declined and remained so until after the war. Since then this industry has steadily increased, almost tripling itself in a period of 20 years (Bowker Annual, 1971).

However, increased publishing figures do not necessarily indicate an increase in materials read. Books in individual homes and on the shelves of libraries or bookstores are not necessarily books read.

Another indicator one might seek in determining what the status of adult reading is in the United States might be the level of literacy. For a major part of a century, the federal government has been concerned with

TABLE 1

AMERICAN BOOK PRODUCTION: TITLES PUBLISHED, 1880-1969

Year	Total	New books	New editions	Year	Total	New books	New editions
1969	29,579	21,787	7,792	1924	7,538	6,380	1,158
1968	30,387	23,321	7,066	1923	7,178	6,257	921
1967[1]	28,762	21,877	6,885	1922	6,563	5,998	865
1966	30,050	21,819	8,231	1921	6,446	5,438	1,008
1965	28,595	20,234	8,361	1920	6,187	5,101	1,086
1964	28,451	20,542	7,909	1919	8,594	7,625	969
1963	25,784	19,057	6,727	1918	9,237	8,085	1,152
1962	21,904	16,448	5,456	1917	10,060	8,849	1,211
1961	18,060	14,238	3,822	1916	10,445	9,160	1,285
1960	15,012	12,069	2,943	1915	9,734	8,349	1,385
1959	14,876	12,017	2,859	1914	12,010	10,175	1,835
1958	13,462	11,012	2,450	1913[2]	12,230	10,607	1,623
1957	13,142	10,561	2,581	1912	10,903	10,135	768
1956	12,538	10,007	2,531	1911	11,223	10,440	783
1955	12,589	10,226	2,363	1910	13,470	11,671	1,799
1954	11,901	9,690	2,211	1909	10,901	10,193	708
1953	12,050	9,724	2,326	1908	9,254	8,745	509
1952	11,840	9,399	2,441	1907	9,620	8,925	695
1951	11,255	8,765	2,490	1906	7,139	6,724	415
1950	11,022	8,634	2,388	1905	8,112	7,514	598
1949	10,892	8,460	2,432	1904	8,291	6,971	1,320
1948	9,897	7,807	2,090	1903	7,865	5,793	2,072
1947	9,182	7,243	1,939	1902	7,833	5,485	2,348
1946	7,735	6,170	1,565	1901	8,141	5,496	2,645
1945	6,548	5,385	1,162	1900	8,356	4,490	1,866
1944	6,970	5,807	1,163	1899	5,321	4,749	572
1943	8,325	6,764	1,561	1893	4,886	4,332	554
1942	9,525	7,786	1,739	1897	4,928	4,171	757
1941	11,112	9,337	1,775	1896	5,703	5,189	514
1940	11,328	9,515	1,813	1895	5,469	5,101	368
1939	10,640	9,015	1,625	1894	4,484	3,837	647
1938	11,067	9,464	1,603	1893	5,134	4,281	853
1937	10,912	9,273	1,639	1892	4,862	4,074	788
1936	10,436	8,584	1,852	1891	4,665	-	-
1935	8,766	6,914	1,852	1890	4,559	-	-
1934	8,198	6,788	1,410	1889	4,014	-	-
1933	8,092	6,813	1,279	1888	4,631	-	-

(continued)

TABLE 1 (continued)

Year	Total	New books	New editions	Year	Total	New books	New editions
1932	9,035	7,556	1,479	1887	4,437	-	-
1931	10,307	8,506	1,801	1886	4,676	-	-
1930	10,027	8,134	1,893	1885	4,030	-	-
1929	10,187	8,342	1,845	1884	4,088	-	-
1928	9,176	7,614	1,562	1883	3,481	-	-
1927	8,899	7,450	1,449	1882	3,472	-	-
1926	8,359	6,832	1,527	1881	2,991		
1925	8,173	6,680	1,493	1880	2,076		

[1]The decline in title output from 1966 to 1967 indicated in this table does not mean a decline in American book production output as such; rather it reflects a revision which was made in the method of counting at the beginning of 1967.

[2]These data do not include pamphlets after 1912. From 1880 to 1912 pamphlets are included.

Source: R. R. Bowker Company, New York. For 1970 figures see article "American Book Title Output--1970," this volume. (The significant rise in the number of books for 1970 may not be due to more books published, but to better reporting. See Publishers' Weekly editorial, November 2, 1970, p. 32.)

the adult public's ability to read. Prior to 1940, this interest centered on the percentage of adult illiteracy. The amount of literacy in this country from 1870 based on this method of determining the level of literacy is as follows: 80% in 1870, 83.3% in 1880, 86.7% in 1890, 89.3% in 1900, 92.3% in 1910, 94% in 1920, and 95.7% in 1930. In 1940 they discontinued this method of determining literacy through traditional literacy tests because the standards used were so low that they bore little relationship to the functional level of literacy needed to meet everyday demands. The Census Bureau adopted instead the plan of securing the number of years of school completed. Some evidence had been accumulated which showed a correlation between the level of education completed and the amount a person read. So it was felt that the information secured would be valuable in estimating the levels of literacy reached by adults (Gray, 1956).

Asheim (1956) stresses that in spite of the high literacy figures, it does not follow that we are "a nation of voracious book readers [p. 7]." These literacy figures supposedly represent a level of functional reading that everyone needs to read such daily information as street signs, labels on bottles of medicine or boxes of food, and warning signs. However, these figures do not measure this for they do not mention how many individuals,

upon not completing these grades, are able to read up to this functional level. Consequently, these figures do not accurately state the percentage of Americans who are sustained readers of serious content, since they clearly do not state the percentage of those who are able to derive meaning from written symbols.

Thus, in summary, the status of reading is rather nebulous and far less encouraging than the publication figures and the census statistics would lead one to believe.

Motivation in Reading

Motivation is a drive that directs us toward certain behavior in order to reduce inner tension or uneasiness. This inner patterning directs us toward most of our behavior (Gagne, 1970).

Evidence on motivation to read comes from five kinds of sources: those dealing with reading habits and patterns, those which motives can be inferred, those on what people miss when they are not able to read, groups of preferences within reading patterns, those establishing a relationship between personality measurements and reading choices, those case studies and interviews that ascertain why adults read, and why they prefer one type of material over another.

The most intensive work done on the reading habits

and patterns of adults was by Parsons and Gray as reported in The Reading Interests and Habits of Adults by Gray and Munroe (1929). Summarizing their work, they state:

> In a summary based on reports from more than nine hundred adults, the following interests and motives for independent silent reading were emphasized; to keep informed concerning current events; to secure specific information of value in making plans; to learn more about events or problems of special interest; to secure the opinion of others concerning civic, social and industrial problems; to keep in touch with business and professional developments; to secure suggestions concerning efficient methods of doing work; to determine important items in correspondence, messages and instructions, to advance in one's field of work; to broaden one's range of information; to keep the mind stimulated with important things to think about; to develop a broad outlook on life; to secure pleasure during leisure hours; and to satisfy curiosity [Gray & Munroe, 1929, pp. 267-268].

Waples and Tyler (1931), studying 107 groups, found certain factors much more likely to correlate with differences in reading interest. They are: sex, education, occupation, "environment," age, and the amount of time spent in reading each week. The greatest differences were found in reading interests correlated with the amount of education the reader had.

The reasons why one reads are personal. What motivates one person to read might not motivate another. Two individuals could choose the same book and be motivated by different reasons. It is hard to find generalities among the overabundance of individual patterns, but, for the most part, light literature is associated with casual

motives and casual readers. The heavy literature is associated with the more serious motives and the conscientious reader (Waples & Tyler, 1931).

McElroy (1968a), reporting on the NORC amalgam survey, found that there was an increase in the variety of reading as the amount of education increased.

Berelson (1949) made a study during a two-week period when the New York newspapermen were on strike. He and his interviewers contacted 60 individuals in an attempt to find out what it was they missed when the newspaper was not delivered. They found that it was almost an automatic answer to say that "it kept them well informed," but only one-third could state what kind of information they wanted to be informed about. Berelson then constructed a survey of the uses of the newspaper of which "information about and interpretation of public affairs was one category" and re-interviewed the 60 people. He concluded that there were two motivations to read. First, the act of reading is highly valued in our society, and second, the newspaper is read in a "ritualistic and near-compulsive" manner. The readers became so used to spending a particular time of the day reading, that when this was no longer possible, this vacant time became noticeable to them (Berelson, 1949).

Those factors which influence the choice of reading

materials will be covered in "What Adults Read."

Case studies and personal interviews revealed that they were influenced to read early by parents, friends, or relatives; they read in order to forget or avoid unpleasant circumstances of their own lives; and they read for self-improvement--either to obtain better jobs, to learn how to do something, or to make themselves more intelligent (Gray & Munroe, 1928).

Schramm (1956), in synthesizing the earlier studies on motivation in reading, developed a typology of reading motives ranging from the most immediate to the most delayed rewards. These motives could be listed as follows:

1. Compulsive, Ritualistic Reading
2. Reading for Respite--(escaping from the problems of life)
3. Reading for a Sense of Personal Security--(ego identification with the characters)
4. Reading for a Sense of Social Security in a Changing World--(reassurance and reinforcement of one's viewpoint)
5. Reading for Vicarious Experience--(living the experiences of the characters)
6. Reading for Social Contact--(reading about famous people you would like to know as friends)
7. Reading for Aesthetic Experience--(to read thought provoking materials, such as, Thomas Merton's Seeds of Contemplation)
8. Reading as a Value in Society--(read as a symbol of prestige-talk about the best sellers)
9. Reading as a Tool of Daily Living--(read the T.V. schedule, street signs, or recipe for a cake)
10. Reading as a Tool of Self-Improvement--(Bach & Wyden's The Intimate Enemy--how to fight fair in love and marriage)
11. Reading as a Device for Scanning the Horizon--(learning stock predictions, the weather forecast, horoscope)

12. Reading for Interpretation (to aid in forming an opinion by reading about current issues) [pp. 80-81].

In summary, it can be stated that there are a variety of motives for reading, and that each person reads for reasons which reflect his total personality.

What Adults Read--Factors that Influence Reading

What an adult reads depends upon his age, sex, marital state, place of residence, occupation, educational background, previous reading habits, and the feelings he has about himself (Gray & Munroe, 1929; Waples, Berelson, & Bradshaw, 1940). It is also determined by the publications available to him (Waples & Tyler, 1931). People do not read publications they cannot easily get and are not directly affected by those they do not read (Waples et al., 1940). What people would read if they could and what they do read are not the same. The more accessible the library is to them, the more people read (Goodenough, 1926; Waples et al., 1940). The more books are available to them, the more they read. The number of books an individual personally owns seems to indicate how widely he reads. The more books he owns, the more books he reads (Gray & Munroe, 1929).

People read about what they want to believe and tend to choose books on subjects they are familiar with (Bowker Annual, 1966). They tend to read materials which

reinforce their existing attitudes (Berelson, 1954).

People read a variety of materials from directions, to newspapers and magazines, and books of light and serious content. Gray (1956) reported that about 50% of those surveyed read books, 75% read magazines, and 95% or more read newspapers. Asheim (1956) felt that "almost everyone does some newspaper reading; about two-thirds of the adult population read one or more magazines . . . and that . . . about a quarter of the population read [books] [pp. 14-15]." Books are read less than any other printed medium. Why is this? Asheim (1956) explains that there is a preference towards newspapers over books because newspapers represent the less thoughtful, detailed, and analytical presentation of information. Books represent the more serious and important content of the printed medium, requiring more thought, and attention to detail, and magazines lie somewhere in the middle. He further explains that book readers tend to be the better informed reader because they also read newspapers and magazines as well.

There are many discrepancies to this generalization, for the readers of The Wall Street Journal and Psychology Today would dispute that what they read is "thoughtful, analytical, and detailed." They might even dispute that it is of far more serious content than Eric Segal's Love Story. There are many exceptions to this

generalization that could be stated, but none of the surveys conducted have made a refined enough analysis of specific reading to tell us things precisely. For this study, let us presume they are correct, until otherwise proven wrong.

How Previous Reading Habits Affect Permanent Reading Habits

It was conjectured that older people might not read because they were never taught to do so (Gray & Munroe, 1929) which would be quite plausible considering that the state of education in the 1860's was not up to the calibre of education today. Furthermore, many adults as children do not form permanent reading habits, as can be seen by the studies of library users. It is evident from these studies that library users are to be found among the younger age groups but that library usage decreases as the age of patrons increases (Knight & Nourse, 1969). This lack of use of libraries by older people may be due to a number of physical reasons. The Retired Adult Reader might be visually unable to drive and be unable to walk a great distance to the library. He may be physically incapacitated so that he is bedridden and unable to obtain books to read, despite the desire. In smaller communities where librarions have initiated a Home Reader Service to the elderly, researchers have found

that there was less decline in library usage by the Retired Adult Reader (Lucioli & Fleak, 1964).

Although we know little of the early reading habits of the retired adult, we can presume that they began their subject preferences when they were young. McElroy (1968b) states, "Early reading habits bear a relationship to present ones . . . [p. 263]." Hajda (1963) discusses the types of reading which seem to precede lifetime reading.

> There are four kinds of books which if read by teenagers, predict the development of a lifelong attachment to books: biography (four-fifths of those who read such books as teenagers read books now); poetry (slightly fewer than four-fifths are now book readers); historical novels (78 percent) and history (77 percent) [p. 218].

Gray and Munroe find that lifetime reading habits are more likely to occur when there were books in the home, where there was a library in the community, or where there is a strong emotional bond between a child and the person who introduces him to reading. They also feel that the encouragement of an adult (such as a father does for his son), and the guidance at a crucial period, will bridge the gap from childhood reading to a lifetime of reading (Gray & Munroe, 1929). They also found that if a person's childhood friends read a great deal, he would too, and vice versa.

Reading Interests with Emphasis on Those Facts Pertaining to the Retired Adult Reader

According to Waples et al. (1940), the interests of young readers are quite similar due to the fact that their childhood experiences are not dissimilar. In order to show any noticeable differences in reading habits beyond 20 years of age, one must study similar ages grouped at 15-year intervals. They also felt that older readers tend to be more retrospective and like history, religion, and the arts. This is in contrast to an earlier study of Waples and Tyler (1931) on which they felt that the differences between the reading interests of the old and those of the young were due to differences of occupation, position in life, experiences, and formed reading habits. They felt that if they held all the variables constant, there would be no significant differences in reading interests. The results of the 1965 NORC Amalgam Survey show that people over 65 tend to read with more variety than young people and that they prefer to read poetry, plays, and mysteries (McElroy, 1968a).

Gray and Munroe (1929) found in their study that those who retire to bed early in the evening read less than those who retire later (around 11:30). Habitual readers spend less time listening to the radio, sewing, fixing things around the house, and attend movies in a

moderate amount. Instead they are most active in social life, attend concerts, lectures, and the theatre. They also enjoy playing cards as much as those who read less.

The Retired Adult Reader does less book reading, devotes more time to current magazines and newspapers, and spends a larger amount of his time in reading than do younger people (Knight & Nourse, 1969).

The Rhode Island Project. In September 1971, news of an unusual experiment involving older readers evaluating and selecting books for retired citizens was published (Drickhammer, 1971). In this Rhode Island Project, from October 1 to December 31, 1970, some 67 persons over the age of 65 were recruited to review 180 books and to recommend purchases of books for a library in a home for the elderly. The result was the compilation of the first annotated bibliography specifically made for Retired Adult Readers. There were 99 books on this list: 43 fiction and 56 nonfiction.

Trends in Educational Attainment

Today, while the attendance in school is mandatory until age 16, it is almost an accepted practice for students in the upper one-half of their high school class to go on for further training. According to the 1960 Census of Population, 59.7% of the American male population and 61.7% of the female population completed four years of

high school or more. Also, 14.4% of the males and 7.8% of the females graduated from college or graduate school. In contrast to this, higher education was not as widely accepted as it is today. There were only two kinds of people who went to college in the early part of this century--those who were wealthy or those who had scholarships. The majority of the subjects surveyed would have graduated from college between 1910 to 1930. In order to understand the population surveyed, it is helpful to know what percentage graduated from college. Referring to Table 2, we see that, in 1910, 3.4% of the males and 1.9% of females graduated from college, while 12.4% of the males and 14.6% of the females had four years of high school or more, and 25.9% of the males and 21.6% of the females had less than five years of school. This is in marked contrast to what is currently the trend in educational attainment.

Readability

Readability is measured largely by readability formulas and word lists. Most formulas concentrate on the measuring of vocabulary and sentence length (Blair, 1971). Some try to measure grammatical relationship and commonness or uncommonness of sentence length, but all these are purely mechanical. Blair points out that there are other aspects of a book that have an effect on readability that the present readability formulas do not measure. They are:

TABLE 2

EDUCATIONAL ATTAINMENT OF THE AMERICAN POPULATION--1910, 1920, 1930, AND 1960

Year	Male				Female			
	Median school yrs. com-pleted	Less than 5 yrs. %	High school 4 yrs. or more %	Col-lege 4 yrs. or more %	Median school yrs. com-pleted	Less than 5 yrs. %	High school 5 yrs. or more %	Col-lege 4 yrs. or more %
1910	8.1	25.9	12,4	3.4	8.2	21.6	14.6	1.9
1920	8.2	23.0	14.5	3.9	8.3	19.1	17.1	2.4
1930	8.3	19.1	17.5	4.6	8.5	15.9	20.7	3.1
1960	12.3	3.4	59.7	14.4	12.3	2.2	61.7	7.8

U.S. Bureau of Census, 1967.

contextual difficulty; abstractness of ideas; density of ideas; an individual's interest in a topic; literary quality of writing; organization of material; and general format of the book--type, size, line length, spacing, etc.

Bormuth (1966) writes that any formula can give misleading results, but a short, easy-to-use formula tends to give more misleading results unless it is used when applied to "undoctored" prose that follows the "rules of the language."

In an article in The Journal of Reading, Fry (1968) reports the following rank-order correlations for grade levels 5-10 of Fry's Readability Graph: Dale-Chall Formula, .94; Flesch formula, .96; SRA Reading Ease Calculator, .98; Batel formula, .78; and an average score of the group of tenth graders on multiple-choice comprehension tests, .93.

In an article concerned with judging readability of books at elementary levels, Fry (1969) states that the Readability Graph ranks passages at that level at about the same grade level with the Spache formula, both having high correlations with the cloze passages, and having satisfactory correlations with the oral reading method and each other.

A paper based on a study of American newspaper readability in metropolitan and non-metropolitan areas indicated that there was a significant difference between

front page readability level in metropolitan and non-metropolitan newspapers. It also stated that the average front page article readability was equivalent to the ninth-tenth grade achievement level, and that International news items were written at a higher readability level than articles describing local events, crimes, and tragedies.

Data about Surveying

The design of a survey is determined by the objectives of the survey and the sample design. The data collected generally describe the elements of the population surveyed. Data are primarily collected by asking questions of the respondents, which are either highly structured, or unstructured. Highly structured questions are called "closed" questions and require a minimum answer, such as "yes" or "no." Unstructured questions, sometimes called, "open-ended," allow a variety of responses, but tend to present problems to the researcher as he attempts to summarize diffuse responses into standardized categories amenable to tabulation or analysis (Ebel, 1969).

"Sufficiency" is a term that was introduced by R. H. Fisher in 1922 to simplify the retical statistical problems of all kinds and to justify certain summarizations of the data. For example, two samples may be consolidated for inference purposes without losing information about the unknown parameters, and the statistical problem becomes

greatly simplified (Sills, 1968c).

R. A. Fisher made several contributions to the field of statistics; among them was his concern with precise inference in small samples for familiar quantities, such as the correlation coefficient (Sills, 1968a). It was Fisher who proved that the brilliant conjectures of William Sealy Gosset were correct. Gosset showed that the correlation coefficient between two measurements in 3,000 criminals (0.66) was the same as 100 samples of 30 for which the true value was close to 0.66. He succeeded in the exact repartition of r for any p in samples as small as two but for the general solution for his problem, he had to wait for Fisher's famous paper in 1915. Because of Fisher's verification, the sample of 30 became an accepted sampling size for determining the statistics of a problem.

Summary

Each of the previous kinds of literature has provided some helpful information for this study. The study by Gray and Monroe proved to be most valuable, however. Although it did not deal with the Retired Adult Reader, it served as a touching stone for this study.

CHAPTER III

PROCEDURE

Introduction

The procedure established for investigating the reading interests of the Retired Adult Reader consisted of the following steps:

1. Development of a survey to gather data.
2. Obtaining subjects to survey.
3. Surveying the Retired Adult Reader.
4. Analysis of data.
5. Write-up of findings.

The Population

The population surveyed consisted of the patients at Merwick-Princeton Hospital; the residents of an adult leisure community in central New Jersey; and various citizens from the Hightstown-East Windsor area. Those surveyed represented three segments of the retired population: those that are institutionalized and no longer physically able to care for themselves and/or are in need of medical supervision; those who are physically able to maintain a daily routine for themselves, but prefer to live in a setting with other retired people; and those who live in the

active community, interspersed with those who are not retired.

Group A--Guests of the Princeton Medical Complex at Merwick. Merwick (pronounced Merrick) is a separate unit of the Princeton Medical Complex housing a rehabilitative medicine center and caring for long-term nursing patients. It is part of a privately funded hospital, financed by patients' fees, by the Princeton community and surrounding communities that use it, and Mercer County. This building presently houses facilities for 94 inpatients, and the total population vascillates according to its admissions and discharges.

The 21 patients surveyed range in age from 59 to 93 years, many of them having visual difficulties along with their physical disabilities. Those patients who were senile and/or did not read were excluded from the survey. Also, those patients who are classified as blind but use materials from the State Library for the Blind were excluded. Those patients that were visually impaired but read books-in-large-print, however, were included.

The majority of these males and females were college educated, and came from white middle-class suburban situations.

Group B--An adult leisure community in central New Jersey. This active adult community is for people 48 and

over. The residents own their condominiums and pay a monthly maintenance fee which covers the service of a 24-hour security guard, the staffing of a 24-hour daily Medical Clinic, the painting and maintenance of their building, landscaping service, snow removal, fire and extended coverage on their building, mini-bus service, the use of the Clubhouse and all its facilities, the use of the community's swimming pool, water, sewerage, and trash collection.

The 14 subjects surveyed here were in good physical condition, socially active, and joined in many activities in the Clubhouse, such as billiards, card games, lapidary, ceramics, sculpting, photography, or woodworking. Most of them were highly educated, upper-middle-class retired professionals.

Group C--Retired citizens of the Hightstown-East Windsor Area. This group was reached through the help of the librarians of the Hightstown Public Library. With the librarians' permission, a sign (see Appendix A) was posted in the Hightstown Public Library requesting any individuals who were willing to be surveyed to give their name to the librarian, Mrs. Hoyt. They then were telephoned to set up an appointment to be surveyed. Most were retired middle-class businessmen who owned their own homes. They are still able to maintain a socially active schedule, and

thus it was difficult to schedule them to the convenience of both the subject and the surveyor. The 10 subjects surveyed in no way indicates the amount of time and effort spent to obtain them.

The Pilot Form of the Survey

In the hopes of obtaining the IQ of the subject, the vocabulary test from the Wechsler Adult Intelligence Scale (WAIS) was included. However, it was found during the piloting of the survey that it took at least 45 minutes to conduct this segment of the survey, and that it actually only produced a raw score which, when compared with a list of Scaled Score Equivalents to determine how far above or below the mean their vocabulary was, only determined the level of sophistication of the subject's vocabulary. The surveyor also noted an increased anxiety level in the subjects as this part of the survey was administered. Two of the five piloted subjects refused to finish it, and the other three showed apparent fatigue. It was at this time that several items were eliminated, and the format was compressed into two pages which were backed up on a multilith press to produce a single page questionnaire. Several pilot subjects had commented on the number of pages of the survey, and compressing the entire survey onto one page produced a positive psychological effect on those surveyed later.

Construction of the Questionnaire

The criterion by which the survey questionnaire was constructed was to elicit information about the Retired Adult Readers that might influence their reading and determine what materials they are reading. For example, does the sex, age, or amount of education influence what they choose to read or the amount they read? It was hoped that a correlation might emerge showing a relationship between previous reading habits and present reading habits. The surveyor used as a model for her questionnaire the reading questionnaire prepared by Gray and Munroe (1929), updating and modifying it.

The list of books selected for inclusion in the survey was extrapolated from the books prepared for the Rhode Island Project described in Chapter II, and modified when the books could not be acquired from the local libraries in order to determine the readability levels. These changes in the books surveyed took place at the time the questionnaire was modified. The readability level of each of these books was determined by the use of Fry's Scale of Readability (see Determining Readability Levels).

Rationale for Each Question

Question 1. "Sex _____, Residence _____, Age _____, Amount of Education _____, Former Occupation _____, Number of Languages Spoken _____, Number

of Children _____, What are their present occupations? _____."

These questions requesting personal data were designed to determine if any of these factors had an influence on reading interests or amount read (i.e., Do men prefer a different type of book than women? or Do college graduates read more than those with only an eighth-grade education?). This information was compared with questions 8, 10, 13, 17, and 18 to find any significant relationships.

Question 2. "How many hours a day do you watch T.V.? _____ Radio? _____ What particular shows are your favorites? _____."

Question 3. "Do you have a hobby? _____."

Question 4. "Do you belong to any clubs or social organizations? _____ Are you an active member? _____ Do you hold any offices? _____."

Question 5. "Do you own a car? _____ Do you still drive it? _____."

Questions 2 through 5 were included to determine how independent a person was, to determine the amount of his social activity, and how he occupied himself during the day. They were then compared with questions 8, 13, 17, and 18 to see if the amount of social activity an individual has affects his reading.

Question 6. "How many books did you own before retirement? _____."

Question 7. "How many books do you presently own where you live? _____."

The above questions on the amount of books a person owned were included to determine whether people who own a great many books also are greater readers than those who own less books. Thus, it was compared with question 8 to find this information.

Question 8. "How many books have you read in the past month? _____, in the past 6 months? _____."

This is a core question of the survey, and was compared with questions 1, 2, 3, 4, 5, 6, 7, and 21 to determine if there existed any significant relationships between them.

Question 9. "What are the names of some of these books? _____."

This was included in order to prepare a list of materials for retired adults.

Question 10. "What types of books do you prefer to read? _____."

This was included in order to determine if there was any relationship between it and the answer to part "a" of Question 1: sex. It was also used to determine whether or not the subjects really chose books on part II that

were of the same types of books they marked in this question. It also serves as an interesting comparison to the results of Gray and Munroe's study.

Question 11. "Where do you obtain your books? _____."

This was included to determine the major source of books for retired adults. Do they still buy many books even though they are on a fixed income? Do those with home libraries tend to buy books in preference to using the public library?

Question 12. "Do you have a library card? _____ How many times a month do you use it? _____ How close is the library to your residence _____ within walking distance, get to by car, too far to conveniently use?"

Question 12 was included to show if there existed a relationship between library users and number of books a person read. According to Gray and Munroe's study, those who use libraries read more than those who do not. It was also designed to show any reasons why they did not use the library.

Question 13. "Do you read magazines? _____."

This was included to compare questions 8 and 17 to determine if there existed a significant preference for this reading material over another, i.e., books or newspapers.

Question 14. "How do you obtain them? _____."

This was included to determine whether the subject acquired magazines in a different manner than he did books.

Questions 15 and 16. "Which ones do you subscribe to? _____ Which ones do you buy? _____."

These were included to develop a list of materials that retired adults use and to distinguish if there existed a difference between them.

Question 17. "Do you read the newspaper? _____."

This was included to be used as a comparison with questions 1a, 8, 13, and also to determine what preference of reading materials do retired adults have, according to six differences.

Question 18. "Which ones? _____."

This provided useful data in compiling the list of materials.

Question 19. "What time do you prefer to read it? _____."

This was included to verify Berelson's newspaper study described in Chapter II, in which he states that people have definite preferences for when they like to read.

Question 20. "What are your favorite sections of the newspaper? _____."

This question was compared to question 1a to find

out whether or not there is a relation between six and a preference for different sections of the newspaper.

Question 21a through j.

This question actually represents an entire section of the questionnaire consisting of 10 questions which cover previous reading habits. These results were compared with those in question 8 to find any existing relationships between previous and present reading habits.

Responses. Not all the responses of the subjects showed enough significant information to warrant the compilation of data. Therefore, not all information gleaned from the survey was presented in Chapter IV.

Selection of Books for the Survey

This list is an adaptation of the list produced by the Rhode Island Project, with the substitution of numbers 26A, 31A, 46A, 49A, 54A, 60A, 64A, 76A, 81A, 89A, 95A, and 98A with the books corresponding to these numbers on the original list, i.e., 26, 31, 49, 54, etc. (see Appendix A3 for original list).

These books were substituted for the others for several reasons: for example, several titles were out of print and many of the books seemed dated, not reflecting the current reading trends as indicated by the best-seller lists. The surveyor therefore included The Godfather (26A), Future Shock (64A), and Tracy and Hepburn (95A) to

represent books from the best-seller lists. The other substitutions were made, also, by exchanging another book by the same author or exchanging a book for another within the same library classification number. For example, The C.I.A.: The Inside Story by Andrew Tulley (54A) was substituted for The F.B.I.'s Most Famous Cases by the same author. And, also, The World Is a Proud Place by Joy Packer replaced A World of My Own because they both had the same library classification number, 910.4. This was because the original books could not be obtained at the local libraries and a book was needed for substitution.

Determining the Readability Levels of the Books

For determining the readability levels of books, the Fry Readability Graph was selected because it is quickly administered; it measures a wider range of readability levels than in contrast with the Spache, Dale-Chall and Flesch methods; and it has high correlations with longer, more complex formulae.

A simple supermarket counter was used to speed up the counting of syllables and to prevent errors. Three sample passages were randomly selected in each book: one from the front, one from the middle, and one from the last portion of the book. Starting with the beginning of a sentence, exactly 100 words were counted, excluding any numerals or letters of the alphabet that stood for a word

or group of words, but were not words (i.e., N.A.S.A. or T.V.). Abbreviations, such as Mr. or St. (street, saint), were counted. The number of sentences in the 100 words were counted, and the last sentence was estimated to the nearest one-tenth. The total number of syllables in the 100-word passage were counted with the aid of the hand counter. This was done for all three passages and the average number of syllables for all three passages were determined. This same procedure was used to determine the average sentence length. A dot was plotted on the graph where the two lines intersect, thus producing an approximate grade level (see Appendix A5 for the Fry Readability Graph).

Administration of the Survey

Each person surveyed was interviewed personally by this writer, and was previously contacted for the arrangement of a time suitable to them. The time varied in the administration of the survey with each individual. Some subjects were very verbal and qualified each question and the selection or rejection of each of the 100 books. Others did not detain the surveyor as long. One survey took as long as 2 hours and 15 minutes, while one was as short as 45 minutes. For the most part, each took about an hour to conduct.

Procedure in Conducting the Survey

The surveyor read each question from the form to the subject, and would explain any that did not seem clear to the subject, in order that the meaning of the question remained the same.

During the second part of the survey, each subject was then given a pack of index cards with the title and author of a book on it. Each card was numbered and a brief annotation was jotted on the back for the convenience of the tester. As the subject went through this pack of cards, he was asked to put the cards in three piles: those he had read, those he would like to read, and those he had no interest in. If the subject did not know anything about the book, he could refer to the annotation for help. On the bottom of his questionnaire the examiner checked off those books that the subject selected.

Treatment of Data

The data from the questionnaire was hand tabulated and placed in a series of tables which are in Chapter IV and the Appendix. The majority of the material was treated in a purely descriptive manner and was hand tabulated.

CHAPTER IV

FINDINGS AND DISCUSSION

The following is a presentation and discussion of the data gleaned from the individual administration of a survey to 50 Retired Adult Readers. It has been presented in a series of tables for the convenience of the reader.

The Data

The findings from this survey have been presented in two sections: that information specifically related to the reader, and that which is related to the books used in the survey. The reader-related data are presented in seven tables: (1) a comparison of the amounts of reading of the subjects in relation to their former occupations (Table 3); (2) the educational attainment of the subjects (Table 4); (3) a comparison of the amounts read by subjects of different sex and educational attainment (Table 5); (4) comparison of the percent of subjects who read newspapers and magazines (Table 6); (5) the readability time preference of the subjects (Table 7); (6) the physical condition, T.V. watching habits, hobbies, and social activity of the subject in relation to the number of books read in the last six months (Table 8); and (7) the types

of books preferred by subjects of different sexes (Table 9). The book-related data are presented on 10 tables: two are in this chapter and eight are in Appendix C. Those in this chapter are: (1) the readability levels, the amounts read, and the reader's preference of the books included in the survey (Table 10); and (2) a readability histogram (Figure 1). The following tables may be found in Appendix C: (1) the books on the survey--highly read (above 30%) (Table C1); (2) the books on the survey--moderately read (10%-28%) (Table C2); (3) the books on the survey--slightly read (less than 10%) (Table C3); (4) the books on the survey--not read (Table C4); (5) the books on the survey the subjects expressed a high preference to read (more than 20%) (Table C5); (6) the books on the survey the subjects expressed a moderate preference to read (10% to 18%) (Table C6); (7) the books on the survey the subjects expressed a slight preference to be read (less than 10%) (Table C7); and (8) the books on the survey not preferred to be read (Table C8).

Comparing Former Occupations to Amounts Read

A numerical breakdown of the total population was made to show how many persons belonged to certain occupational categories. Nurses, librarians, and social workers were considered professionals along with former doctors, former professors, and engineers.

Table 3 shows a marked relationship between the former occupation of an individual and the amount read. The heaviest readers were all professionals. This result is in agreement with Gray and Munroe's 1929 study in which they found a great contrast between the amount of books read by those who were professionals in contrast to non-professionals. This table also shows that the overwhelming majority of subjects (38 out of 50) were professionals or part of the managerial class and, thus, were mostly middle- and upper-middle-class subjects.

The Educational Attainment of the Subjects

A simple table (Table 4) was formed to determine the type of population surveyed in comparison with the total national population. To do this, it is necessary to compare the educational attainment figures of the population of 1910 to 1930 with those of Table 4, for most of the people surveyed were educated from 1910 to 1930 (see Table 2 in Chapter II and Figure B1 in Appendix B).

Table 4 shows that 50% of the subjects had a college degree. This population is not at all near the statistics of the educational attainment of the total population in 1910-1930. This table shows that the surveyed population was not a cross-section of the total retired population in the United States. It was a select segment of this population that was far more educated than a

TABLE 3

A COMPARISON OF THE AMOUNTS OF READING BY SUBJECTS WITH DIFFERENT FORMER OCCUPATIONS

Sex	Profes-sional	Cleri-cal	Mana-gerial	Blue collar	House-wives
	Breakdown of population				
Male	7	0	2	1	0
Female	19	5	6	5	5
Total	26	5	12	6	5
	Percentage of total population that read these books in six months				
0-None	0	4	2	2	4
1-4	4	-	6	2	2
5-9	6	-	4	6	2
10-14	14	-	2	2	-
15-34	8	2	8	-	2
35-49	-	4	-	-	-
50-99	12	-	-	-	-
100+	8	-	-	-	-

TABLE 4

THE EDUCATIONAL ATTAINMENT OF SUBJECTS SURVEYED
(percentages are in relation to total surveyed population)

Sex	Eighth grade or less	Attended high school	High school diploma	Twelfth grade and business; normal school	College degree	Master's	Ph.D., Md., or Ed.D.
Male	0	2	2	2	4	4	6
Female	2	4	20	18	30	4	2
Total	2	6	22	20	34	8	8

normal cross-section of a total population, a fact that should be kept in mind when interpreting the data of this study.

Amount Read in Relation to Sex and Education

The figures for Table 5 were calculated by two means. The percentages calculated for the number of books read were in relation to the total population, while the percentages for Table 6 are in relation to the total number of males or females. This was done to prevent a distortion of the percentage of males who read newspapers and magazines in relation to the number of females who read them.

It is interesting that 14% of the surveyed population read 35 or more books in 6 months and that 78% reads more than four books in the same period of time. This is in direct contrast to Asheim's study showing that only 25% of the population reads as many as three or four books per year. Thus, it seems that those who agreed to be surveyed were great readers and that those who were not were hesitant to admit it.

In Table 7 we can see that 6% of the population or 30% of the males read 50 books or more per 6 months, while 14% of the population or 17.5% of the females read the same amount. Thus, it would seem that females tend to read more than males. In Table 6, of the males, 100% read

TABLE 5

COMPARISON OF NUMBER OF BOOKS READ IN SIX MONTHS BY SUBJECTS OF DIFFERENT SEX AND EDUCATIONAL ATTAINMENT

Sex and amount of education	Percentage of population that read books							
	None	1-4	5-9	10-14	15-34	35-49	50-99	100+
Males[a]	10 / 2	10 / 2	20 / 4	30 / 6	-	-	10 / 2	20 / 4
Females[a]	12.5 / 10	12.5 / 10	12.5 / 10	10 / 8	25 / 20	5 / 4	12.5 / 10	5 / 4
Eighth grade or less	-	-	2	-	-	-	-	-
Attended high school	-	-	2		2	2		
High school diploma	8	2	4	2	4	2		
Business or normal school or 2 years of college	2	6	2	6	4	-	-	-
College diploma	4	4	4	-	12	-	14	-
Master's	-	-	-	4	-		2	2
Doctorate	-	-	-	2	-	-	-	6

[a]Percentages are in relation to total number of males or females.

TABLE 6

COMPARISON OF PERCENTAGE OF SUBJECTS WHO EITHER READ OR DID NOT READ NEWSPAPERS AND MAGAZINES

	Males	Females	Eighth grade or less	Attended high school	High school diploma	Normal school	College	Master's	Ph.D.
Newspapers									
Read	100	90	-	4	20	20	34	8	8
Did not read	-	10	2	2	2	-	-	-	-
Magazines									
Read	90	87.5	2	6	22	18	24	8	8
Did not read	10	12.5	-	-	-	2	10	-	-

TABLE 7

THE PERCENTAGE OF POPULATION EXPRESSING
A READING TIME PREFERENCE

Sex	Morning	Morning and afternoon	Afternoon and evening	Morning and evening	Evening	Morning, afternoon and evening	No preference
Male	50		10	10	10	10	10
Female	42.5	2.5	2.5	2.5	15	5	15

newspapers and 90% magazines and books, while 90% of the females read newspapers and 87.5 read magazines and books. Table 6 also shows that subjects with a college education or better tended to read a greater number of books than those who did not have the same educational attainment. This is also in agreement with Gray and Munroe's study, showing that educational attainment is still a strong indicator for the number of books an individual reads.

Reading Time Preference

Retired adults, besides having specific book preferences, seem to have specific times of the day in which they prefer to read their newspaper. Table 7 shows that of the total surveyed population, 10% of the males and 15% of the females stated that they had no preference, while 86% of the total population gave a specific time of day they like to read the newspaper.

Amount Read in Relation to Physical Condition, etc.

People read for many reasons, one of them being escape from the world around them. It is easy to understand why 10% of the total population reads over 100 books in six months, when you see that they are bedridden or confined to a nursing home. However, we also see that there are 14% who are ambulatory and in good physical condition who also read that much. It might be conjectured

that all these people have been in the habit of reading a great deal and that both groups read as a source of pleasure, to fill many idle hours during the day.

It is interesting to note that those who are in the habit of watching television for a great many hours per day read far less than those who do not watch television or only watch for two hours or less (for a list of the types of T.V. programs and hobbies retired adults prefer, see Appendixes B2 and B3).

The amount of social activity a person engages in does not seem to prevent him from being a reader, for 10% of the population who are active members or active office-holders also read 35 or more books per six months and 24% read 10 or more books in six months. It should be noted that 48% of those surveyed found this question one they would rather not answer. Many of them were those in Group A, confined to long-term nursing care or bedridden, and found it difficult to admit that they were no longer actively a part of the community.

Of the total population surveyed, 38% still own and drive a car; 84.2% of this group reads 10 or more books per 6 months. Again, a large percentage (34%) of those surveyed did not wish to answer this question. Others who did answer it stated that many retired people are economically squeezed by the increasing rate of

inflation, and no longer can afford a car nor are physically able to drive (Table 8).

Types of Books Preferred

In this section of the survey, the subjects were allowed an unlimited number of choices. The choices were not weighted as to preference. Of the total population of retired adults surveyed, 74% preferred biographies, 68% preferred books on travel, and 62% preferred fiction. Of the males surveyed, 60% preferred biographies, history, and travel, and 50% preferred fiction. While 77.5% of the females preferred biographies, 52% preferred fiction, 60% preferred books on travel, and 45% preferred history and historical novels (Table 9).

The Readability Levels, the Amounts Read, and Reader Preferences among the Surveyed Books

In scanning the readability levels, one finds that there were a great many books that had an approximate readability level of seventh grade. The reason for this would be either that a large number of books are published with this readability level, or that the instrument used tends to produce a larger number of books at this level because the largest spectrum on the readability graph is at the seventh-grade level (see Fry's Readability Graph in Appendix A5).

Figure 1 shows that the books used in this survey

TABLE 8

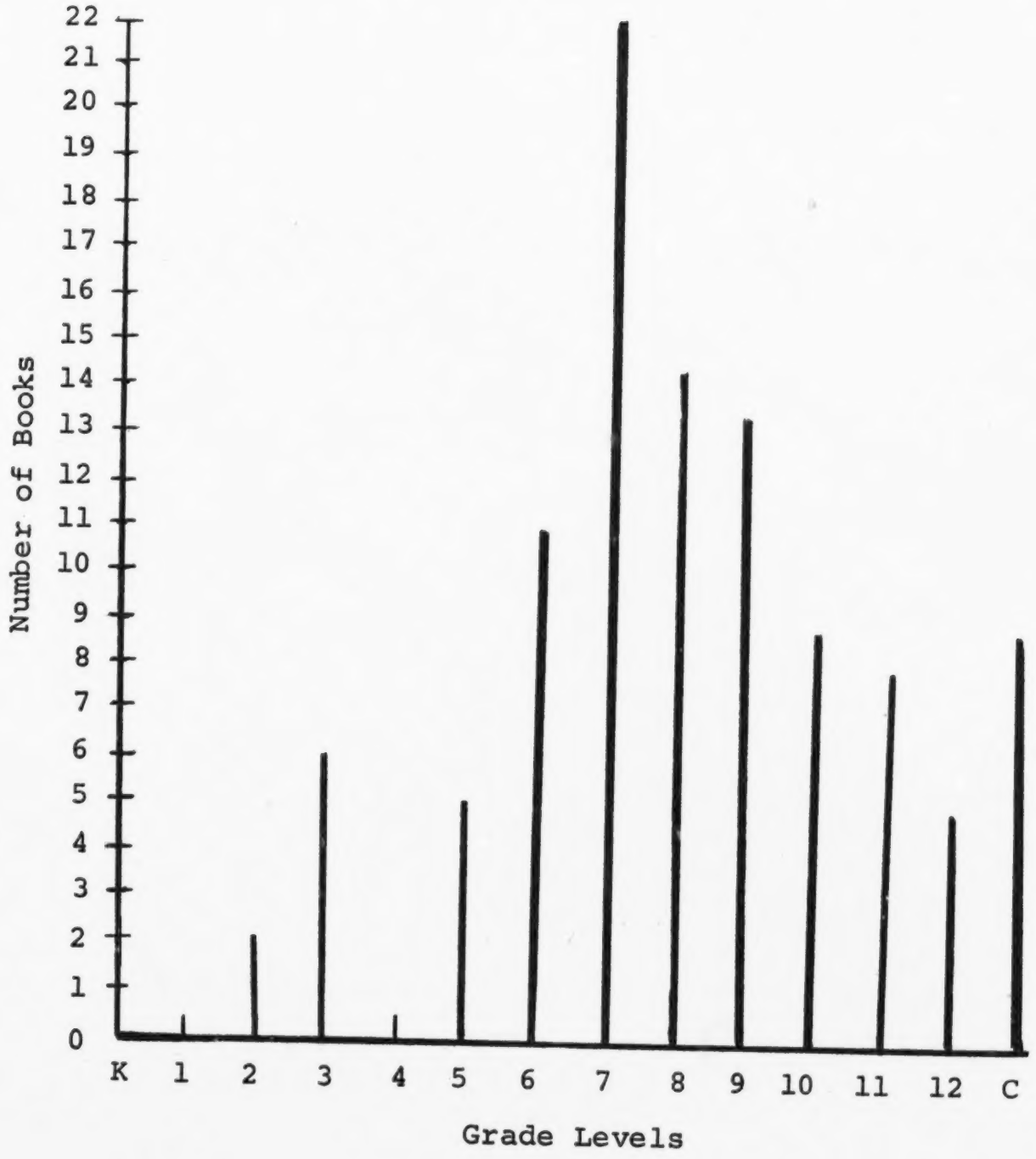
THE NUMBER OF BOOKS READ IN THE LAST SIX MONTHS IN RELATION TO THE PHYSICAL CONDITION, T.V. WATCHING, SOCIAL ACTIVITY, AND CAR DRIVING OF THE SUBJECTS

	None	1-4 %	5-9 %	10-14 %	15-34 %	35-49 %	50-99 %	100+ %	Total population %
Physical Condition									
1 Bedridden	2	6	4	0	2	2	0	4	20
2 Poor sight	4	-	4	2	-	-	-	-	10
3 Confined to Q	-	2	-	2	2	-	6	-	12
4 Ambulatory	8	4	8	10	12	2	10	4	58
									100
T.V. Watching									
None	-	2	-	-	-	-	2	4	8
Less than 1 hr. daily	4	2	-	10	8	2	8	2	36
1-2 hrs. daily	2	2	2	-	2	-	6	-	16
3-4 hrs. daily	4	-	4	2	6	2	-	-	18
5 or more hrs.	4	6	10	2	-	-	-	-	22
									100
Social Activity									
Active, office-holder	2	-	2	2	2	-	2	2	12
Active member	-	2	4	4	6	2	4	-	22
Nonactive member	2	-	-	2	4	-	2	-	10
Non-member	2	2	-	2	-	-	2	-	8
No reply	8	8	10	4	4	2	6	6	48
									100
Car Use									
Owns car and still drives	2	-	4	8	12	2	6	4	38
Owns car--does not drive	2	2	2	-	-	-	-	-	6
Does not drive	6	2	-	4	-	2	4	4	22
No reply	4	8	10	2	4	-	6	-	34
									100

TABLE 9

TYPES OF BOOKS PREFERRED BY SUBJECTS OF DIFFERENT SEXES

Type of book	Male %	Female %	Total population %
Fiction	50	52.5	62
Biography	60	77.5	74
Poetry	20	15	16
Essays	10	15	14
Romance	10	15	14
Drama	10	15	14
History	60	45	48
Historical novels	40	45	44
Adventure	20	22.5	32
Travel	60	60	68
Sports	40	5	12
Science	30	2.5	8
Science fiction	10	2.5	4
Religion	20	25	24
Philosophy	10	5	6
Politics	20	17.5	18
Economics	0	2.5	2
Fine arts	30	22.5	24
Hobby	20	22.5	22
Occupation	10	10	10
Other	10	30	26



The mean readability level of the books used in the survey = 8.3.

Fig. 1. Readability histogram.

have readability levels from second grade through college, with approximately 87% of them having a readability level of sixth grade or above. The mean readability level is 8.3 (Table 10).

Table 10 shows the books surveyed, the readability level of each book, and the percentage of those surveyed who have read the book or would like to read the book. Keys of the Kingdom was placed in the nonfiction section because it was on the nonfiction of the original list and the list was already in the numerical order to be used in Part II of the survey before the misplaced book was noticed.

In scanning Table 10, it can be noted that higher percentages occur in the column of "books read" than in the column of those the population would like to read. This is because six of the subjects surveyed did not select any books they would like.

An interesting point is that those books which had been widely read (see Table C1) were not those that were highly preferred to be read, but rather tended to rank low on their preference scale. Of those that were highly preferred to be read 9 of the 10 books are nonfiction. These books tended to have been moderately read by other subjects. On the other hand, books that were on Table C4, "Books on Survey--Not Read" did not move up to become the

TABLE 10

THE READABILITY LEVELS, THE AMOUNT READ, AND READER PREFERENCE OF THE SURVEYED BOOKS

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
1. AIRPORT by Arthur Hailey	8	52	2
2. CALICO PALACE by Gwen Brislow	7	20	12
3. THE CAMELOT CAPER by Eliza-beth Peters	5	8	14
4. THE CHILD FROM THE SEA by Elizabeth Goudge	9	32	2
5. COP OUT by Ellery Queen	6	20	8
6. A COVENANT WITH DEATH by Stephen Becker	3	8	0
7. THE DEVIL IN HARBOUR by Catherine Gavin	9	2	8
8. AN EPISODE OF SPARROWS by Rumer Godden	5	24	0
9. EXCEPT FOR ME AND THEE by Jessamyn West	3	20	8
10. GIDEON'S POWER by J. J. Maric	6	6	2
11. GOD IS AN ENGLISHMAN by Donald Horne	9	22	6
12. GREAT LION OF GOD by Taylor Caldwell	11	16	18

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
13. GREENWILLOW by Beatrice J. Chute	8	8	10
14. THE GREEN YEARS by A. J. Cronin	8	38	2
15. THE INCREDIBLE JOURNEY by Sheila Burnford	C[a]	16	28
16. THE ISLAND OF THE ANGELS by Leonard Wibberly	8	2	4
17. JIM KANE by J. P. S. Brown	7	0	6
18. JUBILEE by Margaret Walker	7	8	4
19. LOSING BATTLES by Eudora Welty	6	8	10
20. LOVE WITH HONOR by Emilie Loring	6	8	12
21. THE MAN IN THE YELLOW RAFT by C. S. Forester	9	12	2
22. MANDALA by Pearl Buck	7	34	12
23. THE MINERVA STONE by Anne Maybury	7	0	6
24. MR. SERMON by Ronald F. Delderfield	9	14	4
25. A MOMENT IN TIME by Herbert E. Bates	6	4	10

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
26. THE GODFATHER by Mario Puzo	8	28	16
27. ONE MORE SPRING by Robert Nathan	7	12	6
28. PASSPORT FOR A PILGRIM by James Leasor	5	6	8
29. THE PRESIDENT'S PLANE IS MISSING by Robert J. Serling	9	12	2
30. RED SKY AT MORNING by Richard Bradford	7	12	4
31. THE GOONEY BIRD by William C. Anderson	6	2	4
32. THE SANDALWOOD FAN by Katherine Wigmore Eyre	8	8	4
33. SARAH MORRIS REMEMBERS by D. E. Stevenson	6	10	0
34. SHANE by Jack Schaefer	6	4	4
35. SHERLOCK HOLMES' GREATEST CASES by Colan Doyle; Howard Haycraft, ed.	5	28	12
36. SHOTGUN by Ed McBain	3	8	2
37. SILVERHILL by Phyllis A. Whitney	7	12	4
38. THE SPY WHO CAME IN FROM THE COLD by John LeCarre	12	34	6

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
39. TAKE WHAT YOU WANT by Faith Baldwin	8	6	0
40. THE VINES OF YARRABEE by Dorothy Eden	9	12	0
41. THE WEDDING BARGAIN by Agnes S. Turnbull	8	12	6
42. THE YELLOW BRICK ROAD by Elizabeth Cadell	3	6	8
Nonfiction			
43. ACT ONE by Moss Hart	9	46	4
44. ANYTHING CAN HAPPEN by George and Helen Papashivily	7	12	8
45. AROUND THE WORLD AND OTHER PLACES by Ilka Chase	9	24	24
46. NO ROOM FOR BEARS by Frank Dufresne	7	0	0
47. THE BERLIN WALL by Pierre Galante & Jack Miller	8	6	16
48. THE BOAT WHO WOULDN'T FLOAT by Farley Mowat	7	4	0
49. CAPE COD AND THE OFFSHORE ISLANDS by Walter Teller	8	20	38
50. COUNTRY EDITOR'S BOY by Hal Borland	7	0	12

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
51. EDUCATION BY UNCLES by Abigail Homans	10	4	6
52. ESPECIALLY DOGS, ESPECIALLY AT STILLMEADOW by Gladys Taber	6	6	10
53. EVERYTHING BUT MONEY by Sam Levenson	9	16	24
54A. THE CIA: THE INSIDE STORY by Andrew Tully	C[a]	6	14
55. FAMILY PORTRAIT by Catherine Drinker Bowen	11	26	4
56. THE FOLK ARTS AND CRAFTS OF NEW ENGLAND by Lord & Foley	9	4	26
57. FOREVER FREE by Joy Adamson	10	26	12
58. FOREVER OLD, FOREVER NEW by Emily Kimbrough	8	14	10
59. THE FUR PERSON by May Sarton	10	6	6
60. THEY ALSO RAN by Irving Stone	C[a]	12	10
61. HILL COUNTRY HARVEST by Hal Borland	7	2	6
62. THE HILLS IS LONELY by Lillian Beckwith	12	6	2

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
63. HOCKEY: THE STORY OF THE WORLD'S FASTEST SPORT by Richard Beddoes	11	0	4
64. FUTURE SHOCK by Alvin Toffler	C[a]	2	12
65. JOHN ELIOT, APOSTLE TO THE INDIANS BY Ola E. Winslow	10	6	12
66. JOYS AND SORROWS by Pablo Casals	8	10	24
67. KENNEDY by Theodore C. Sorensen	C[a]	22	4
68. THE KEYS OF THE KINGDOM by A. J. Cronin	10	56	4
69. THE KINGDOM AND THE POWER by Gay Talese	C[a]	12	8
70. LAUGHS FROM THE DUGOUT by Milton Shapiro	5	2	8
71. LITTLE BRITCHES by Ralph Moody	7	12	6
72. MAINE MEMORIES by Eliza-beth Coatsworth	9	2	30
73. A MAN CALLED PETER by Catherine Marshall	10	46	6
74. MARY QUEEN OF SCOTS by Antonia Fraser	C[a]	40	8

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of population that read book	Percent of population that would like to read book
75. MY LORD, WHAT A MORNING by Marian Anderson	7	6	18
76. SUNDAY THE RABBI STAYED HOME by Harry Kemelman	2	18	8
77. MY TURN AT BAT: THE STORY OF MY LIFE by Ted Williams & John Underwood	7	0	4
78. NOW I SEE by Charles Boswell & Curt Anders	7	4	6
79. ON REFLECTION: AN AUTOBIOGRAPHY by Helen Hayes	12	14	36
80. PAPER LION by George Plimpton	9	12	6
81. THE LION IN STONE by Henrietta Buckmaster	7	0	16
82. THE PEABODY SISTERS OF SALEM by Louise Tharp	10	20	10
83. RACCOONS ARE THE BRIGHTEST PEOPLE by Sterling North	9	14	36
84. RIVER BOATS OF AMERICA by Frank Donovan	11	0	14
85. RUFFLES AND FLOURISHES by Liz Carpenter	11	32	12
86. SINCE SILENT SPRING by Frank Graham	C[a]	6	16

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
87. THE SMALL WOMAN by Alan Burgess	6	6	6
88. STILLMEADOW ALBUM by Gladys Taber	7	14	8
89. THE GREAT WAR (1914-1918): A PICTORAL HISTORY by John Terraine	11	2	12
90. SUBMARINE by Edward L. Beache	10	0	2
91. THIS HAPPY PLACE: LIVING THE GOOD LIFE IN AMERICA by Bentz Plagemann	10	0	14
92. THE TIME OF LAUGHTER by Corey Ford	C[a]	2	6
93. TO CATCH AN ANGEL: ADVEN-TURES IN THE WORLD I CAN-NOT SEE by Robert W. Russell	6	6	10
94. TO TEACH, TO LOVE by Jesse Stuart	4	0	2
95. TRACY AND HEPBURN by Garson Kanin	11	6	2
96. WHO GETS THE DRUMSTICK by Helen Beardsley	7	4	16
97. WINGS AT MY WINDOW by Ada C. Govan	7	6	18

(continued)

TABLE 10 (continued)

Title of book	Read-ability level	Percent of pop-ulation that read book	Percent of pop-ulation that would like to read book
98. THE WORLD IS A PROUD PLACE by Joy Packer	12	2	22
99. YANKEE FROM OLYMPUS: JUSTICE HOLMES AND HIS FAMILY by Catherine Drinker Bowen	8	16	12

[a]C = College level or above.

highly preferred books, rather they tended to fall into the category of "Books Slightly Preferred" (see Table C2). For example, The Incredible Journey was moderately read by 16% of the population and 28% more would like to read it.

In referring to Tables C1 through C8 in the Appendix, it is apparent that the books chosen to be read in no way correlate with their readability level. The purpose of this study in no way attempted to try to show this relationship. The books were obviously read or chosen to be read because of the topic, plot, author, or some other element which attracted the reader's interest.

Where Population Obtained Books

Question 11 in the survey asked the subjects where they obtained their books: 52% of the subjects bought their books, 50% used their public library, 30% used a rental library, 28% borrowed from a friend, 24% received them as gifts, 16% used a private library, and 4% stated other sources.

The fact that so many subjects bought their books helps one to understand why so many of the books currently being read (see Appendix D1) are the same books currently being advertised by the book clubs. The high percentage of subjects who used a rental library might be caused by the presence of a rental library at the recreational building for those in Group B. Those libraries classified as

"private libraries" were any libraries not open to the general public, such as university libraries, and libraries located within the residences of Groups A and B. Those places stated under "other sources" of books were the State Library for the Blind and Handicapped, which provides books-in-large-print, and the Home Reader Service from the Princeton Public Library.

Additional Information

Having personal contact with 50 retired persons, this writer has gleaned other intangible and unmeasured data from them.

It is the opinion of this writer that inside each aging body is a vibrant, active person, full of a love of life, and who considers himself basically the same person he was when he was younger. He is surprised when he looks in the mirror to find that he is the aged person he sees. He is still capable of the same emotions as when he was young--love, jealousy, and even sexuality. But society looks at him in disgust if he manifests them. He is only allowed to role-play a serene aged person, happy with his plight in life.

He is annoyed to be treated by younger members of society as though he has lost his mental facilities, and shunted as though he were something outside the human race just because he is old. He is concerned with the unfair

economic plight that our society has funneled him into--of having to fight the ravages of a continually inflating economy while remaining on a fixed income.

As de Beauvoir (1971) so aptly explains,

> In any case, either by their virtue or by their degradation, the aged stand outside humanity. The world, therefore, need feel no scrupple in refusing them the minimum of support which is considered necessary for living like a human being.
>
> We carry this ostracism so far that we even reach the point of turning it against ourselves, for in the old person that we must become, we refuse to recognize ourselves [p. 38].

Adjusting to old age is the hardest adjustment man has to make. Those who find adjusting the hardest are those who previously had positions of importance and now are placed outside of everything. The older person relies upon his previous accomplishments in life for comfort and security, and as a means to help him to adjust to his new position in society (Larson, 1971). Those things he was very good in he likes to talk about.

Thus, those people who accepted to be surveyed were those who have been avid readers most of their lives, and this study has measured their reading choices, and the number of books they read in the past six months.

CHAPTER V

SUMMARY AND CONCLUSIONS

Findings of Survey

The main findings of this survey of 50 Retired Adult Readers were:

1. The majority of subjects were middle- and upper-middle-class, 50% had attained a college education or better, and 52% were formerly members of a profession; 20% were males, 80% females. The mean age of the subjects was 76.8 years.

2. Of the males, 100% read newspapers and 90% read magazines and books, while 90% of the females read newspapers, and 87.5% read magazines and books. Females read slightly more than males.

3. This study was in agreement with Gray and Munroe's early work showing that educational attainment is still a strong indicator for the amount of books an individual reads.

4. A significant number of retired adults stated that they have specific time preferences for when they want to read.

5. Those who watched television many hours per day

tended not to read as much as those who watched television two hours or less per day.

6. The amount of social activity a person has does not seem to interfere with the amount of reading done.

7. Questions dealing with a subject's involvement in community activity tended to be emotionally difficult to answer for those who were bedridden or hospitalized.

8. Of the total population surveyed, 74% preferred biographies, 68% preferred books on travel, and 62% preferred fiction, while 60% of the males preferred to read biographies, history, and travel, and 50% preferred fiction. Of the females surveyed, 77% preferred biographies, 60% preferred travel, and 52.5% preferred fiction. Nine out of 10 of the highly preferred books by both males and females were nonfiction.

9. Significantly more books had a readability level of seventh grade. The mean readability level of the books used on the survey was 8.3.

10. Readability was not related to the choices of books.

11. Popular books, that were moderately read by some subjects, tended to be those chosen to be read by those who had not previously read them.

A large percentage of the responses were "closed," permitting findings to be interpreted with confidence.

However, several questions were "open-ended" with a resultant difficulty in processing. The writer feels that the personal interviewing of each subject prevented misinterpretation of data, because all unclear answers could be clarified, producing a higher reliability of data.

Suggestions for Further Research

Because the entire field of the Retired Adult Reader has not been previously researched, this study tended to cover superficially a wide span of topics. It is hoped that further research might be done in depth on each item covered in this study.

Other needed studies are to determine what materials are available for those who are blind or physically handicapped and whether or not they actually take the place of visual reading (i.e., Do handicapped, but not blind, listen to as many talking books or use overhead projectors or various devices for holding books and turning pages to read as many as before?). Another idea is to determine the relationship between the reading habits of the Retired Adult Reader (i.e., what amount of material is comprehended and retained as age is increased). Further research could also attempt to determine what influences a reader to choose the books he does.

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APPENDIX A

INSTRUMENTS USED IN THE SURVEY

1. Note in Library

2. Pilot Survey

3. Original List of Books from the Rhode Island Project

4. Administered Survey

5. Fry's Readability Graph

APPENDIX A1

NOTE IN LIBRARY

ATTENTION: RETIRED CITIZENS

I am in the process of writing my Master's Thesis at Rutgers University, entitled READING CHOICES AND READABILITY LEVELS OF RETIRED ADULT READERS. It will deal with the kinds of books retired adults choose and the readability level of these books. This is a unique survey, because there has never been a study concentrating on this particular segment of society. The only other published survey of adult reading habits was conducted by Gray in 1929. It is an important study which will contribute much needed data in a neglected area of reading.

These data will be accumulated by a personal survey of approximately 100-150 retired persons, which will take no longer than 30 minutes. None of the questions on the survey are personal, but rather concentrate on the types of materials you read. No individual names will be mentioned, but rather only group data will be published. If you are willing to give me 30 minutes of your time, please leave your name and phone number with Mrs. Hoyt and I will call you and set up an appointment that you find convenient.

Kathleen M. Moshey (Ms.)
20 Hope Valley Dr.
Cranbury, N. J.
448-5201

APPENDIX A2

PILOT SURVEY

A SURVEY OF RETIRED ADULT READERS: their habits and interests

SEX _____ RESIDENCE _____ AGE ___

FORMER OCCUPATION _____

AMOUNT OF EDUCATION _____(spouse)_____

NUMBER OF LANGUAGES SPOKEN _____

NUMBER OF CHILDREN _____ WHAT DO THEY DO NOW? _____

_____

INTERESTS

How many hours a week do you spend watching T.V.? _____

What particular shows are your favorites? _____

How many times a month do you entertain friends? _____

go to the movies? _____ theatre? _____ card parties?

_____ lectures? _____ concerts? _____.

Do you belong to any clubs or social organizations? _____

Are you active in them? _____

Do you hold any offices? _____

Do you do any community work? _____ What type? _____

How many hours per week do you volunteer your time? _____

How much time per week do you devote to sports? _____

sewing? _____ repairing the house? _____ hobbies? _____

What are they? _____

Do you own a car? _____ Do you still drive it? _____

How many books do you own? 25 or less? ____ 26 to 99? ___

100 to 499? ___ 500 to 999? ___ 1000 books or more? ___

READING

How many books have you read in the past month? _____

Six months? _____ What are the names of these books?

_____

What types of books do you prefer to read?

Fiction _____ Biography _____ Poetry _____ Essays _____

Drama _____ History _____ Travel _____ Adventure _____

Sports _____ Science _____ Religion _____ Philosophy _____

Politics _____ Economics _____ Fine Arts _____ About your

hobby _____ About your occupation _____ Others _____

_____

Where do you obtain your books? (number in order of frequency)

Buy them? _____ Borrow from a friend? _____ Public

Library? _____ Private Library? _____ Rental Library? ____

Gifts? _____ Other? _____

Do you have a library card? _____ How many times a month

do you use it? _____ How close is the library to your

home? near _____ within walking distance _____ a moderate

distance (get to it by car) _____ too far to conveniently

use _____

Do you make use of your public library's Home Reader

Service? _____

How do you get to the library? _____ Walk? _____ Drive? _____ Are driven? _____ Use Home Reader Service? _____

How many books do you take out at one time? _____ Do you read all of them? _____ Can you easily obtain the books you would like to read? _____

Do you read magazines? _____ How do you obtain them? Subscribe to them? _____ Borrow from a friend? _____ Gifts? _____ Library? _____ Buy them at the news stand? _____ Which magazines do you have a subscription to: (list your 5 favorites) _____

_____

_____

Which magazines do you prefer to read? (for those who don't subscribe to any) _____

_____

Do you read the Newspaper? _____

Which ones? _____

What time of day do you prefer to read it? _____

What information do you want to get from the newspaper?

_____

PREVIOUS READING HABITS

Did your family encourage you to read as a child? _____

How? _____

Were books easily available to you when you were a child? _____ Were there many books in your home? _____

What types of books did you like to read? (read list from above) _____

Did your friends read much when you were a child? _____

Was there any particular person or event in your life that caused an interest in reading? _____

OR a distaste in reading? _____

Did you read much outside of school as a child? _____

Did you go to the library often? _____

Did you subscribe to magazines? _____ Did you own books? _____ Did you like to write assignments in school? ____

* * * * *

LIST OF WORDS

1. Bed _____
2. Ship _____
3. Penny _____
4. Winter _____
5. Repair _____
6. Breakfast _____
7. Fabric _____
8. Slice _____
9. Assemble _____
10. Conceal _____
11. Enormous _____
12. Hasten _____
13. Sentence _____
14. Regulate _____
15. Commence _____
16. Ponder _____
17. Cavern _____
18. Designate _____
19. Domestic _____
21. Terminate _____
22. Obstruct _____
23. Remorse _____
24. Sanctuary _____
25. Matchless _____
26. Reluctant _____
27. Calamity _____
28. Fortitude _____
29. Tranquil _____
30. Edifice _____
31. Compassion _____
32. Tangible _____
33. Perimeter _____
34. Audacious _____
35. Ominous _____
36. Tirade _____
37. Encumber _____
38. Plagiarize _____
39. Impale _____

APPENDIX A3

ORIGINAL LIST OF BOOKS FROM THE RHODE ISLAND PROJECT

1. AIRPORT by Arthur Hailey
2. CALICO PALACE by Gwen Brislow
3. THE CAMELOT CAPER by Elizabeth Peters
4. THE CHILD FROM THE SEA by Elizabeth Goudge
5. COP OUT by Ellery Queen
6. A COVENANT WITH DEATH by Stephen Becker
7. THE DEVIL IN HARBOUR by Catherine Gavin
8. AN EPISODE OF SPARROWS by Rumer Godden
9. EXCEPT FOR ME AND THEE by Jessamyn West
10. GIDEON'S POWER by J. J. Maric
11. GOD IS AN ENGLISHMAN by Donald Horne
12. GREAT LION OF GOD by Taylor Caldwell
13. GREENWILLOW by Beatrice J. Chute
14. THE GREEN YEARS by A. J. Cronin
15. THE INCREDIBLE JOURNEY by Sheila Burnford
16. THE ISLAND OF THE ANGELS by Leonard Wibberly
17. JIM KANE by J. P. S. Brown
18. JUBILEE by Margaret Walker
19. LOSING BATTLES by Eudora Welty
20. LOVE WITH HONOR by Emilie Loring
21. THE MAN IN THE YELLOW RAFT by C. S. Forester
22. MANDALA by Pearl Buck
23. THE MINERVA STONE by Anne Maybury
24. MR. SERMON by Ronald F. Delderfield
25. A MOMENT IN TIME by Herbert E. Bates
26. NINE SEVEN JULIET by Laurence La Fore
27. ONE MORE SPRING by Robert Nathan
28. PASSPORT FOR A PILGRIM by James Leasor
29. THE PRESIDENT'S PLANE IS MISSING by Robert J. Serling
30. RED SKY AT MORNING by Richard Bradford
31. ROLL UP THE WALLPAPER, WE'RE MOVING by William C. Anderson
32. THE SANDALWOOD FAN by Katherine Wigmore Eyre
33. SARAH MORRIS REMEMBERS by D. E. Stevenson
34. SHANE by Jack Schaefer
35. SHERLOCK HOLMES' GREATEST CASES by Colan Doyle; Howard Haycraft, ed.
36. SHOTGUN by Ed McBain
37. SILVERHILL by Phyllis A. Whitney
38. THE SPY WHO CAME IN FROM THE COLD by John LeCarre
39. TAKE WHAT YOU WANT by Faith Baldwin
40. THE VINES OF YARRABEE by Dorothy Eden
41. THE WEDDING BARGAIN by Agnes S. Turnbull
42. THE YELLOW BRICK ROAD by Elizabeth Cadell

Nonfiction

43. ACT ONE by Moss Hart
44. ANYTHING CAN HAPPEN by George and Helen Papashivily
45. AROUND THE WORLD AND OTHER PLACES by Ilka Chase
46. BEARS AND I by Robert F. Leslie
47. THE BERLIN WALL by Pierre Galante and Jack Miller
48. THE BOAT WHO WOULDN'T FLOAT by Farley Mowat
49. CAPE COD AND THE OFFSHORE ISLANDS by Walter Teller
50. COUNTRY EDITOR'S BOY by Hal Borland
51. EDUCATION BY UNCLES by Abigail Homans
52. ESPECIALLY DOGS, ESPECIALLY AT STILLMEADOW by Gladys Taber
53. EVERYTHING BUT MONEY by Sam Levenson
54. THE F.B.I.'S MOST FAMOUS CASES by Andrew Tully
55. FAMILY PORTRAIT by Catherine Drinker Bowen
56. THE FOLK ARTS AND CRAFTS OF NEW ENGLAND by Lord and Foley
57. FOREVER FREE by Joy Adamson
58. FOREVER OLD, FOREVER NEW by Emily Kimbrough
59. THE FUR PERSON by May Sarton
60. THE GENERAL SLOCUM INCIDENT by Irving Werst
61. HILL COUNTRY HARVEST by Hal Borland
62. THE HILLS IS LONELY by Lillian Beckwith
63. HOCKEY: THE STORY OF THE WORLD'S FASTEST SPORT by Richard Beddoes
64. THE INFINITE VOYAGE: MAN'S FUTURE IN SPACE by Paul Anderson
65. JOHN ELIOT, APOSTLE TO THE INDIANS by Ola E. Winslow
66. JOYS AND SORROWS by Pablo Casals
67. KENNEDY by Theodore C. Sorensen
68. THE KEYS OF THE KINGDOM by A. J. Cronin
69. THE KINGDOM AND THE POWER by Gay Talese
70. LAUGHS FROM THE DUGOUT by Milton Shapiro
71. LITTLE BRITCHES by Ralph Moody
72. MAINE MEMORIES by Elizabeth Coatsworth
73. A MAN CALLED PETER by Catherine Marshall
74. MARY QUEEN OF SCOTS by Antonia Fraser
75. MY LORD, WHAT A MORNING by Marian Anderson
76. MY RABBI DOESN'T MAKE HOUSE CALLS by Albert Vorspan
77. MY TURN AT BAT: THE STORY OF MY LIFE by Ted Williams and John Underwood
78. NOW I SEE by Charles Boswell and Curt Anders
79. ON REFLECTION: AN AUTOBIOGRAPHY by Helen Hayes
80. PAPER LION by George Plimpton
81. PAUL, A MAN WHO CHANGED THE WORLD by Henrietta Buckmaster
82. THE PEABODY SISTERS OF SALEM by Louise Tharp
83. RACCOONS ARE THE BRIGHTEST PEOPLE by Sterling North

84. RIVER BOATS OF AMERICA by Frank Donovan
85. RUFFLES AND FLOURISHES by Liz Carpenter
86. SINCE SILENT SPRING by Frank Graham
87. THE SMALL WOMAN by Alan Burgess
88. STILLMEADOW ALBUM by Gladys Taber
89. THE STORY OF WORLD WAR I by Robert Leckie
90. SUBMARINE by Edward L. Beache
91. THIS HAPPY PLACE: LIVING THE GOOD LIFE IN AMERICA by Bentz Plagemann
92. THE TIME OF LAUGHTER by Corey Ford
93. TO CATCH AN ANGEL: ADVENTURES IN THE WORLD I CANNOT SEE by Robert W. Russell
94. TO TEACH, TO LOVE by Jesse Stuart
95. WHEN WE WERE YOUNG by Mary Earle
96. WHO GETS THE DRUMSTICK by Helen Beardsley
97. WINGS AT MY WINDOW by Ada C. Govan
98. A WORLD OF MY OWN by Robin Knox-Johnson
99. YANKEE FROM OLYMPUS: JUSTICE HOLMES AND HIS FAMILY by Catherine Drinker Bowen

APPENDIX A4

ADMINISTERED SURVEY

A SURVEY OF READING CHOICES OF RETIRED ADULT READERS

Part I

1a. SEX _____ b. RESIDENCE _____ c. AGE _____

d. AMOUNT OF EDUCATION _____ e. FORMER OCCUPATION _____ f. PHYSICAL CONDITION _____

g. NUMBER OF LANGUAGES SPOKEN _____

h. NUMBER OF CHILDREN _____ i. WHAT ARE THEIR PRESENT OCCUPATIONS? _____

INTERESTS

2a. How many hours a day do you watch T.V.? _____

b. Radio? _____ c. What particular shows are your favorites? _____

3. Do you have a hobby? _____

4a. Do you belong to any clubs or social organizations? _____ b. Are you an active member? _____

c. Do you hold any offices? _____

5a. Do you own a car? _____ b. Do you still drive it? ___

6. How many books did you own before retirement? _____

7. How many books do you presently own where you live? _____

25 or less?
26 to 99?
100 to 300?
301 to 500?
600 to 999?
1000 or more books

READING HABITS

8. How many books have you read in the past month? _____

6 months? _____

9. What are the names of some of these books? _____

_____

10. What types of books do you prefer to read?

Fiction _____ Biography _____ Poetry _____ Essays ___

Romance _____ Drama _____ History _____ Historical

Novels _____ Adventure _____ Travel _____ Sports ____

Science _____ Science Fiction _____ Religion _____

Philosophy _____ Politics _____ Economics _____ Fine

Arts _____ About your hobby _____ About your occupa-

tion _____ Others _____

11. Where do you obtain your books? (number in order of frequency)

Buy them? _____ Borrow from a friend? _____ Public

Library? _____ Gifts? _____ Private Library? _____

Rental Library? _____ Other? _____

12. Do you have a library card? _____ How many times a month do you use it? _____ How close is the library to your residence? Near? _____ Within walking distance? _____ A moderate distance (get to it by car)? _____ Too far to conveniently use? _____

13. Do you read magazines? _____

14. How do you obtain them? (number in order of frequency)

Subscribe to them? _____ Borrow from a friend? _____

Gifts? _____ Library? _____ Buy them at a newsstand?

_____

15. Which magazines do you have a subscription to? (list no more than five)

_____

_____

(For those who buy their magazines, skip if you did the above)

16. Which magazines do you prefer to read? _____

_____

17. Do you read the Newspaper? _____

18. Which ones? _____

19. What time of day do you prefer to read it?

_____
(morning, afternoon, or evening)

20. What are your favorite sections of the newspaper?

_____
(editorials, sports, book reviews, financial)

PREVIOUS READING HABITS

21a. Did your family encourage you to read as a child? ___

How? _____

b. Were there many books in your home? _____ Were many of them children's books? _____

c. What types of books did you like to read as a child? (refer to the types of books listed on p. 1)

_____

d. Did your friends read much when you were a child? ___

e. Did you go to the library often, as a child? _____

If not, how did you get your books? _____

f. Was there any particular person or event in your life that caused an interest in reading? _____

Did you read much outside of school as a child? _____ Did you subscribe to magazines? _____ Did you own your own books? _____ Did you like to write assignments in school? _____

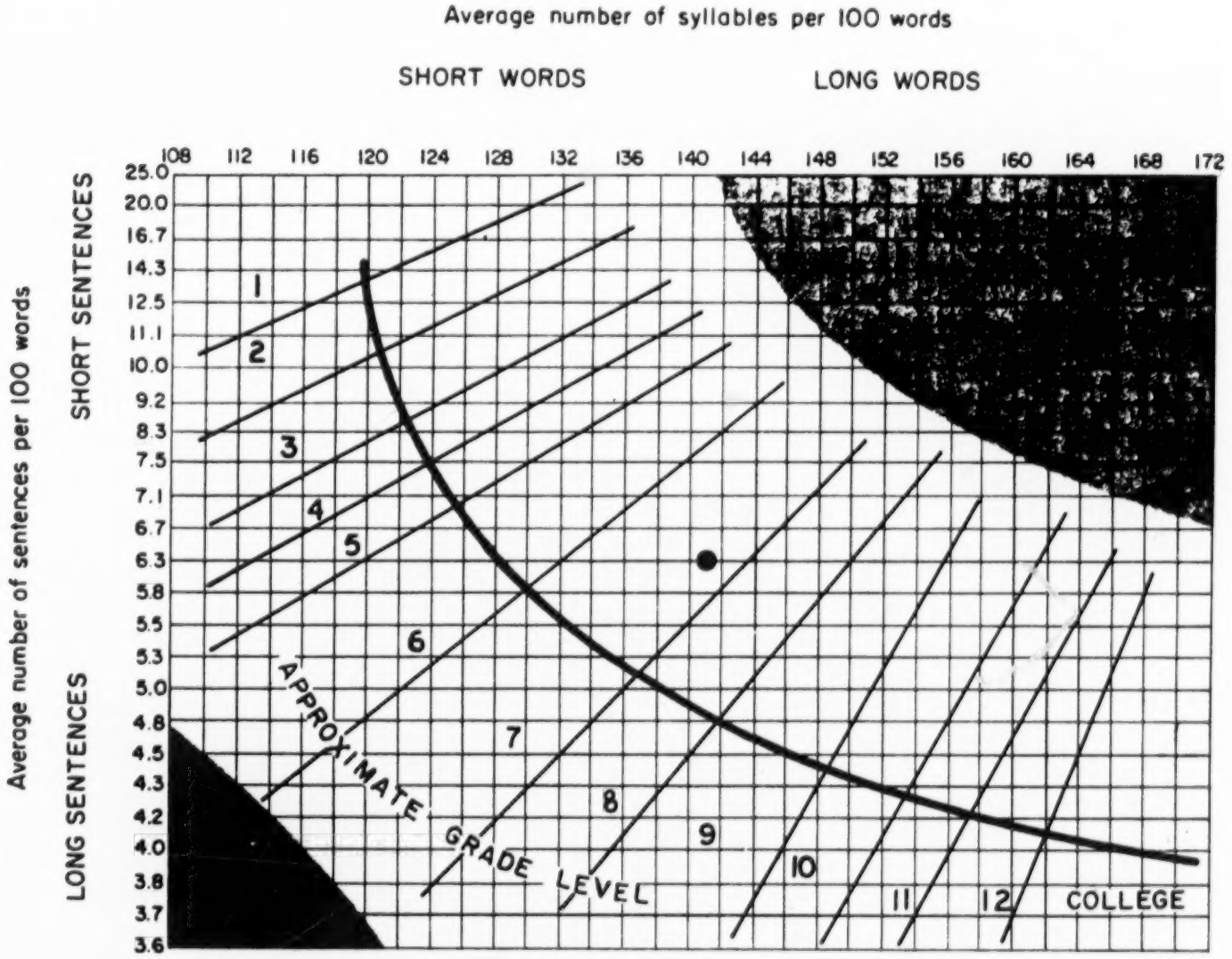
* * * * *

Part II

Books read	Books would like to read

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center,
New Brunswick, New Jersey



DIRECTIONS: Randomly select three 100-word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed, and conclude that the book has uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

For further information and validity data, see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher.

APPENDIX B

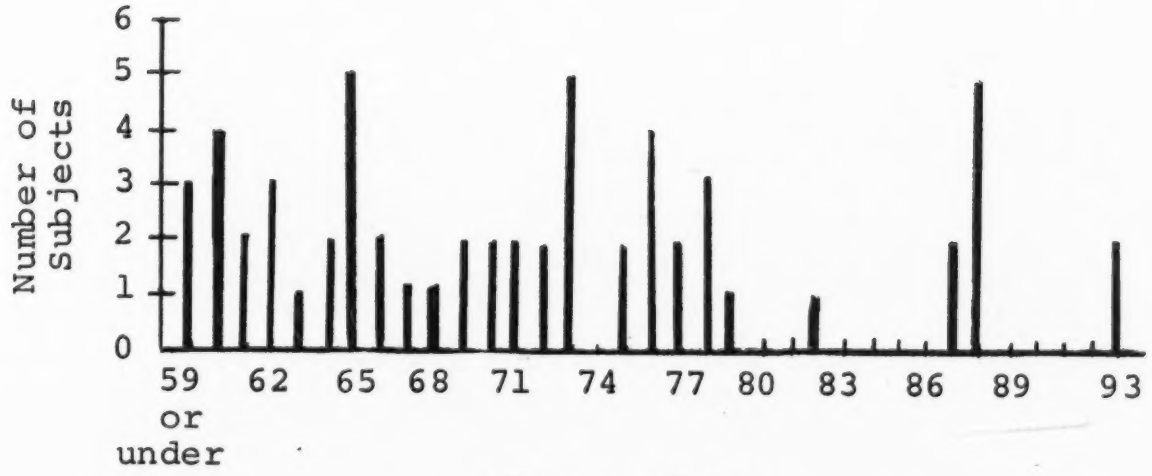
MISCELLANEOUS DATA GLEANED FROM THE SURVEY

1. Age Histogram

2. T.V. Programs Mentioned by the Retired Adult Reader

3. Hobbies of the Retired Adult Reader

APPENDIX B1



Youngest subject -- 48 years

Oldest subject -- 93 years

Mean age = 76.8 years

Fig. B1. Age histogram.

APPENDIX B2

T.V. PROGRAMS MENTIONED BY THE RETIRED ADULT READER

	Percentage
News	32
Talk Shows (Johnny Carson, David Frost, etc.)	20
Quiz Shows	20
Educational T.V.	16
Sports	12
Soap Operas	10
Public Affairs and Social Commentary	10
Lawrence Welk and Musicals	10
Specials	8
Commedy	6
Mystery Shows	6
Animal Shows	4
Movies	2
Travel	2
Did not state	18
Do not watch T.V.	8

APPENDIX B3

HOBBIES OF THE RETIRED ADULT READER

The percentage who have hobbies - 64%

The percentage who do not have hobbies - 36%

	Percentage
Arts and Crafts	12
Hand Work	12
Cards	10
Golf	10
Reading	8
Gardening	8
Sewing	4
Tennis	4
Crossword Puzzles	4
Fishing	4
Pets	4
Antiques	2
Bowling	2
Music	2
Mountain Climbing	2
Rocks	2
Skiing	2
Swimming	2
Did not specify but have hobby	16

APPENDIX C

PERCENTAGE OF BREAKDOWN OF BOOKS ON SURVEY--

THOSE READ AND THOSE PREFERRED TO BE READ

TABLE C1

BOOKS ON SURVEY--HIGHLY READ
(Above 30%)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
56	KEYS OF THE KINGDOM by A. J. Cronin	10	F
52	AIRPORT by Arthur Hailey	8	F
46	ACT ONE by Moss Hart	9	NF
46	A MAN CALLED PETER by Catherine Marshall	10	NF
40	MARY QUEEN OF SCOTS by Antonia Fraser	8	NF
38	THE GREEN YEARS by A. J. Cronin	8	F
34	MANDALA by Pearl Buck	7	F
34	THE SPY WHO CAME IN FROM THE COLD by John LeCarre	12	F
32	THE CHILD FROM THE SEA by Elizabeth Peters	9	F
32	RUFFLES AND FLOURISHES by Liz Carpenter	11	NF

TABLE C2

BOOKS ON SURVEY--MODERATELY READ
(10%-28%)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
28	THE GODFATHER by Mario Puzo	8	F
28	SHERLOCK HOLMES' GREATEST CASES by Colan Doyle; Howard Haycraft, ed.	5	F
26	FAMILY PORTRAIT by Catherine Drinker Bowen	11	NF
26	FOREVER FREE by Joy Adamson	10	NF
24	AROUND THE WORLD AND OTHER PLACES by Ilka Chase	9	NF
24	AN EPISODE OF SPARROWS by Rumer Godden	5	F
22	CALICO PALACE by Gwen Brislow	7	F
22	GOD IS AN ENGLISHMAN by Donald Horne	9	F
22	KENNEDY by Theodore C. Sorensen	C[a]	NF
20	COP OUT by Ellery Queen	6	F
20	EXCEPT FOR ME AND THEE by Jessamyn West	3	F
20	CAPE COD AND THE OFFSHORE ISLANDS by Walter Teller	8	NF
20	THE PEABODY SISTERS OF SALEM by Louise Tharp	10	NF

(continued)

TABLE C2 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
18	SUNDAY THE RABBI STAYED HOME by Harry Kemelman	2	F
16	GREAT LION OF GOD by Taylor Caldwell	11	F
16	THE INCREDIBLE JOURNEY by Sheila Burnford	C[a]	F
16	EVERYTHING BUT MONEY by Sam Levenson	9	NF
16	YANKEE FROM OLYMPUS by Catherine Drinker Bowen	8	NF
14	MR. SERMON by Ronald F. Delder-field	9	F
14	RED SKY AT MORNING by Richard Bradford	7	F
14	FOREVER OLD, FOREVER NEW by Emily Kimbrough	8	NF
14	ON REFLECTION: AN AUTOBIOGRAPHY by Helen Hayes	12	NF
14	RACCOONS ARE THE BRIGHTEST PEOPLE by Sterling North	9	NF
14	STILLMEADOW ALBUM by Gladys Taber	7	NF
12	THE MAN IN THE YELLOW RAFT by C. S. Forester	8/9	F
12	ONE MORE SPRING by Robert Nathan	7	F

(continued)

TABLE C2 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
12	THE PRESIDENT'S PLANE IS MISSING by Robert J. Serling	9	F
12	SILVERHILL by Phyllis A. Whitney	6-7	F
12	THE VINES OF YARRABEE by Dorothy Eden	9	F
12	THE WEDDING BARGAIN by Agnes S. Turnbull	8	F
12	ANYTHING CAN HAPPEN by George and Helen Papashivily	6	NF
12	THEY ALSO RAN by Irving Stone	C[a]	NF
12	THE KINGDOM AND THE POWER by Gay Talese	C[a]	NF
12	LITTLE BRITCHES by Ralph Moody	7	NF
12	THE LION IN STONE by Henrietta Buckmaster	7	NF
10	SARAH MORRIS REMEMBERS by D. E. Stevenson	6	F
10	JOYS AND SORROWS by Pablo Casals	7/8	NF

[a]C = College level or above.

TABLE C3

BOOKS ON SURVEY--SLIGHTLY READ
(Less than 10% Preference)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
8	CAMELOT CAPER by Elizabeth Peters	8	F
8	A COVENANT WITH DEATH by Stephen Becker	3	F
8	GREENWILLOW by Beatrice J. Chute	8	F
8	JUBILEE by Margaret Walker	7	F
8	LOOSING BATTLES by Eudora Welty	6	F
8	LOVE WITH HONOR by Emilie Loring	6	F
8	THE SANDALWOOD FAN by Katherine Wigmore Eyre	8	F
8	SHANE by Jack Schaefer	3	F
8	SHOTGUN by Ed McBain	3	F
6	GIDEON'S POWER by J. J. Maric	6	F
6	PASSPORT FOR A PILGRIM by James Leasor	5	F
6	TAKE WHAT YOU WANT by Faith Baldwin	8	F
6	THE YELLOW BRICK ROAD by Elizabeth Cadell	3	F
6	THE BERLIN WALL by Pierre Galante and Jack Miller	8	NF

(continued)

TABLE C3 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
6	ESPECIALLY DOGS, ESPECIALLY AT STILLMEADOW by Gladys Taber	6	NF
6	THE CIA: THE INSIDE STORY by Andrew Tully	C[a]	NF
6	THE FUR PERSON by Mae Sarton	11	NF
6	THE HILLS IS LONELY by Lillian Beckwith	12	NF
6	JOHN ELIOT, APOSTLE TO THE INDIANS by Ola E. Winslow	10	NF
6	MY LORD, WHAT A MORNING by Marian Anderson	7	NF
6	SINCE SILENT SPRING by Frank Graham	C[a]	NF
6	THE SMALL WOMAN by Alan Burgess	6	NF
6	TO CATCH AN ANGEL: ADVENTURES IN THE WORLD I CANNOT SEE by Robert W. Russell	6	NF
6	TRACY AND HEPBURN by Garson Kanin	11	NF
6	WINGS AT MY WINDOW by Ada C. Govan	7	NF
4	A MOMENT IN TIME by Herbert E. Bates	6	F
4	THE BOAT WHO COULDN'T FLOAT by Farley Mowat	7	NF

(continued)

TABLE C3 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
4	EDUCATION BY UNCLES by Abigail Homans	10	NF
4	THE FOLK ARTS AND CRAFTS OF NEW ENGLAND by Lord and Foley	9	NF
4	NOW I SEE by Charles Boswell and Curt Anders	7	NF
4	WHO GETS THE DRUMSTICK by Helen Beardsley	7	NF
2	THE DEVIL IN HARBOUR by Catherine Gavin	9	F
2	THE ISLAND OF ANGELS by Leonard Wibberly	8	F
2	THE GOONEY BIRD by William C. Anderson	6	F
2	HILL COUNTRY HARVEST by Hal Borland	7	NF
2	FUTURE SHOCK by Alvin Toffler	C[a]	NF
2	LAUGHS FROM THE DUGOUT by Milton Shapiro	5	NF
2	MAINE MEMORIES by Elizabeth Coatsworth	9	NF
2	THE GREAT WAR by John Terraine	11	NF
2	THE TIME OF LAUGHTER by Corey Ford	C[a]	NF
2	THE WORLD IS A PROUD PLACE by Joy Packer	12	NF

(continued)

TABLE C3 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
12	THE VINES OF YARRABEE by Dorothy Eden	9	F
12	THE WEDDING BARGAIN by Agnes S. Turnbull	8	F
12	ANYTHING CAN HAPPEN by George and Helen Papashivily	6	NF
12	THEY ALSO RAN by Irving Stone	C[a]	NF
12	THE KINGDOM AND THE POWER by Gay Talese	C[a]	NF
12	LITTLE BRITCHES by Ralph Moody	7	NF
12	THE LION IN STONE by Henrietta Buckmaster	7	NF
10	SARAH MORRIS REMEMBERS by D. E. Stevenson	6	F
10	JOYS AND SORROWS by Pablo Casals	7/8	NF

[a]C = College level or above.

TABLE C4

BOOKS ON SURVEY--NOT READ
(0%)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
0	JIM KANE by J. P. S. Brown	7	F
	THE MINERVA STONE by Anne Maybury	7	F
	NO ROOM FOR BEARS by Frank Dufresne	7	NF
	COUNTRY EDITOR'S BOY by Hal Borland	7	NF
	HOCKEY: THE STORY OF THE WORLD'S FASTEST SPORT by Richard Beddoes	11	NF
	MY TURN AT BAT: THE STORY OF MY LIFE by Ted Williams	7	NF
	THE LION IN STONE by Henrietta Buckmaster	7	NF
	RIVER BOATS OF AMERICA by Frank Donovan	11	NF
	SUBMARINE by Edward L. Beache	10	NF
	THIS HAPPY PLACE: LIVING THE GOOD LIFE IN AMERICA by Bentz Plagemann	10	NF
	TO TEACH TO LOVE by Jesse Stuart	4	NF

TABLE C5

BOOKS ON SURVEY--HIGHLY PREFERRED TO BE READ
(More than 20%)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
38	CAPE COD AND THE OFFSHORE ISLANDS by Walter Teller	8	NF
36	ON REFLECTION: AN AUTOBIOG-RAPHY by Helen Hayes	12	NF
36	RACCOONS ARE THE BRIGHTEST PEOPLE by Sterling North	9	NF
30	MAINE MEMORIES by Elizabeth Coatsworth	9	NF
28	THE INCREDIBLE JOURNEY by Sheila Burnford	C[a]	F
26	FOLK ARTS AND CRAFTS OF NEW ENGLAND by Lord and Foley	9	NF
24	AROUND THE WORLD AND OTHER PLACES by Ilka Chase	9	NF
24	EVERYTHING BUT MONEY by Sam Levenson	9	NF
24	JOYS AND SORROWS by Pablo Casals	8	NF
22	THE WORLD IS A PROUD PLACE by Joy Packer	12	NF

[a]C = College level or above.

TABLE C6

BOOKS ON SURVEY--MODERATELY PREFERRED
(Less than 20%)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
18	MY LORD, WHAT A MORNING by Marian Anderson	7	NF
18	SUNDAY THE RABBI STAYED HOME by Albert Vorspan	2	F
18	WINGS AT MY WINDOW by Ada C. Govan	7	NF
16	THE GODFATHER by Mario Puzo	8	F
16	THE BERLIN WALL by Pierre Galante and Jack Miller	8	NF
16	THE LION IN STONE by Henrietta Buckmaster	7	F
16	SINCE SILENT SPRING by Frank Graham	C[a]	NF
16	WHO GETS THE DRUMSTICK by Helen Beardsley	7	NF
14	THE CAMELOT CAPER by Elizabeth Peters	5	F
14	THE CIA: THE INSIDE STORY by Andrew Tully	C[a]	NF
14	RIVER BOATS OF AMERICA by Frank Donovan	11	NF
14	THIS HAPPY PLACE: LIVING THE GOOD LIFE IN AMERICA by Bentz Plagemann	10	NF

(continued)

TABLE C6 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
12	CALICO PALACE by Gwen Brislow	7	F
12	LOVE WITH HONOR by Emilie Loring	6	F
12	MANDALA by Pearl Buck	7	F
12	SHERLOCK HOLMES GREATEST CASES by Colan Doyle, Howard Haycraft, ed.	5	F
12	COUNTRY EDITOR'S BOY by Hal Borland	7	NF
12	FOREVER FREE by Joy Adamson	7	NF
12	FUTURE SHOCK by Alvin Toffler	10	NF
12	JOHN ELIOT, APOSTLE TO THE INDIANS by Ola E. Winslow	10	NF
12	RUFFLES AND FLOURISHES by Liz Carpenter	11	NF
10	GREENWILLOW by Beatrice J. Chute	8	F
10	LOSING BATTLES by Endora Welty	6	F
10	A MOMENT IN TIME by Herbert E. Bates	6	F
10	ESPECIALLY DOGS, ESPECIALLY AT STILLMEADOW by Gladys Taber	6	NF
10	FOREVER OLD, FOREVER NEW by Emily Kimbrough	8	NF
10	THEY ALSO RAN by Irving Stone	C[a]	NF

(continued)

TABLE C6 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
10	THE PEABODY SISTERS OF SALEM by Louise Thorp	10	NF
10	THE GREAT WAR (1914-1918) by John Terraine	11	NF
10	TO CATCH AN ANGEL: ADVENTURES IN THE WORLD I CANNOT SEE by Robert W. Russell	6	NF

[a]C = College level or above.

TABLE C7

BOOKS ON SURVEY--SLIGHTLY PREFERRED
(Less than 10%)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
8	COP OUT by Ellery Queen	6	F
8	THE DEVIL IN HARBOUR by Catherine Gavin	7	F
8	EXCEPT FOR ME AND THEE by Jessamyn West	3	F
8	PASSPORT FOR A PILGRIM by James Leasor	5	F
8	THE YELLOW BRICK ROAD by Elizabeth Cadell	3	F
8	ANYTHING CAN HAPPEN by George and Helen Papaschivily	7	NF
8	THE KINGDOM AND THE POWER by Gay Talese	C[a]	NF
8	LAUGHS FROM THE DUGOUT by Milton Shapiro	5	NF
8	MARY QUEEN OF SCOTS by Antonia Fraser	C[a]	NF
8	STILLMEADOW ALBUM by Gladys Faber	7	NF
7	None		
6	A COVENANT WITH DEATH by Stephen Becker	3	F
6	JIM KANE by J. P. S. Brown	7	F

(continued)

TABLE C7 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
6	ONE MORE SPRING by Robert Nathan	7	F
6	THE SPY WHO CAME IN FROM THE COLD by John LeCarre	12	F
6	THE WEDDING BARGAIN by Agnes S. Turnbull	8	F
6	EDUCATION BY UNCLES by Abigail Homans	10	NF
6	THE FUR PERSON by May Sarton	9	NF
6	HILL COUNTRY HARVEST by Hal Borland	7	NF
6	LITTLE BRITCHES by Ralph Moody	7	NF
6	A MAN CALLED PETER by Catherine Marshall	10	NF
6	THE MINERVA STONE by Anne Maybury	8	F
6	NOW I SEE by Charles Boswell and Curt Anders	7	NF
6	PAPER LION by George Plimpton	9	NF
6	THE SMALL WOMAN by Alan Burgess	6	NF
6	THE TIME OF LAUGHTER by Corey Ford	C[a]	NF
5	None		
4	THE ISLAND OF ANGELS by Leonard Wibberly	8	F

(continued)

TABLE C7 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
4	JUBILEE by Margaret Walker	7	F
4	THE PRESIDENT'S PLANE IS MISSING by Robert J. Serling	9	F
4	RED SKY AT MORNING by Richard Bradford	7	F
4	THE GOONEY BIRD by William C. Anderson	6	F
4	THE SANDALWOOD FAN by Katherine Wymore Eyre	8	F
4	SHANE by Jack Schaefer	6	F
4	SILVERHILL by Phyllis A. Whitney	7	F
4	ACT ONE by Moss Hart	9	NF
4	FAMILY PORTRAIT by Catherine Drinker Bowen	11	NF
4	HOCKEY: THE STORY OF THE WORLD'S FASTEST SPORT by Richard Beddose	4	NF
4	KENNEDY by Theodore C. Sorensen	C[a]	NF
4	THE KEYS OF THE KINGDOM by A. J. Cronin	10	F
4	MY TURN AT BAT: THE STORY OF MY LIFE by Ted Williams and John Underwood	7	NF
3	None		

(continued)

TABLE C7 (continued)

Percent that read book		Read-ability level	Fiction (F) or non-fiction (NF)
2	AIRPORT by Arthur Hailey	8	F
2	THE CHILD FROM THE SEA by Elizabeth Goudge	9	F
2	GIDEON'S POWER by J. J. Maric	6	F
2	THE GREEN YEARS by A. J. Cronin	8	F
2	THE MAN IN THE YELLOW RAFT by C. S. Forester	9	F
2	MR. SERMON by Ronald F. Delder-field	9	F
2	SHOTGUN by Ed McBain	3	NF
2	THE HILLS IS LONELY by Lillian Beckwith	12	NF
2	SUBMARINE by Edward L. Beache	10	NF
2	TO TEACH, TO LOVE by Jesse Stuart	4	NF
2	TRACY AND HEPBURN by Garson Kanin	11	NF

[a]C = College level or above.

TABLE C8

BOOKS ON SURVEY--NOT PREFERRED TO BE READ
(0%)

	Read-ability level	Fiction (F) or non-fiction (NF)
A COVENANT WITH DEATH by Steven Becker	3	F
AN EPISODE OF SPARROWS by Rummer Godden	5	F
SARAH MORRIS REMEMBERS by D. E. Stevenson	6	F
TAKE WHAT YOU WANT by Faith Baldwin	8	F
THE VINES OF YARRABEE by Dorothy Eden	9	F
NO ROOM FOR BEARS by Frank Dufresné	7	NF
Books Neither Read nor Preferred to Be Read		
NO ROOM FOR BEARS by Frank Dufresné	7	NF

APPENDIX D

LIST OF MATERIALS USED BY THE RETIRED ADULT READER

1. Current Books Being Read by the Retired Adult Reader

2. Magazines Mentioned in Questions #15 or #16 of Questionnaire

3. Newspapers Mentioned by the Retired Adult Reader

APPENDIX D1

CURRENT BOOKS BEING READ BY THE RETIRED ADULT READER

A BOOK OF JEWELS
ANIMALS OF AUSTRALIA by Axel Paignent
ANY WOMAN CAN by David Ruben
A RELATIVE STRANGER by Anne Stevens
ART BOOKS
AS I WALKED OUT ONE SUMMER MORNING by Laurie Lee
AT THE DROP OF A VEIL by Marianne Alireza
BECAUSE I LOVED HIM by Noel B. Gerson
BEDMEN IN THE BACKSEAT by Janet Wicks Gillespy
THE BETSY by Robbins
THE BIBLE
BIRDS OF AMERICA by Mary McCarthy
BOSS: RICHARD J. DALEY OF CHICAGO by Mike Royko
BRASS RING by Bill Mauldin
THE BUILDING OF JALNA by Mazo de La Roche
BURY MY HEART AT WOUNDED KNEE by Dee Brown
BY LOVE POSSESSED by James Couzzens
THE CACTUS THRONE by Richard O'Conner
CASTLES OF EUROPE by William Anderson
CHANDLER HERITAGE
CHANGE IN THE WIND by Hersey
CLARE BOOTH LUCE by Stephen Shadegg
CRUSADES AND CRINOLINES by Isabell Ross
DAY OF THE JACKAL by Frederick Forsyth
DAYS OF MASS by Bryker
DEAR AND GLORIOUS PHYSICIAN
DEATH OF A CON MAN by Josephine Bell
THE DEFENCE NEVER RESTS by F. Lee Baily
DOROTHY AND RED
84 CHARING CROSS ROAD by Helené Hanff
ELEANOR FRANKLIN by Joseph P. Lash
EPITAPH FOR KINGS by Sanche De Gramont
EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT SEX AND WERE AFRAID TO ASK by David Ruben
FAIRWEATHER DUCK by Delhur
FILLETS OF PLAICE by Gerald Durrell
FRANK CAPRA: THE NAME ABOVE THE TITLE by Frank Capra
FRENCH LIEUTENANT'S WOMAN by John Fowles
GARBO by Norma Zierold
THE GARLIC TREE by Ellen Bromfield Geld
GAY LORD ROBERT by Jean Plaidy
GETTING HIGH IN GOVERNMENT CIRCLES by Art Buckwald
GIANT SNAKES by Clifford H. Pope
THE GIFT HORSE by Hildegarde Knef
GOLD AND SILVER HOOKS by Ruth Moore

HONOR THY FATHER by Gay Talese
HEIDI-HO FOR HALLOWEEN Elizabeth H. Sechrist
I KNOW WHY THE CAGED BIRD SINGS by Maya Angelou
INCIDENTS ON TRAVEL IN YUCATAN, Vols. 1 and 2, by John L. Stephens, 1843
INSTANT REPLAY by Kramer
IN THE VILLAGE by Anthony Baily
IS THAT YOUR BEST OFFER? by Arnold Auerbach
JANE EYRE by Charlotte Bronte
JENNIE, Vol. 1, by Ralph G. Martin
JENNIE, Vol. 2, by Ralph G. Martin
JEWLRY ANYONE CAN MAKE by Sarajean Capua
JEWLRY, GEM CUTTING AND METAL CRAFT by William Baxter
JOAN CRAWFORD by Joan Crawford
KID'S SAY THE DARNDEST THINGS by Art Linkletter
KING'S PLEASURE by Norah
LADY WITH A SPEAR by Eugenia Clark
LETTERS OF A SELF-MADE DIPLOMAT TO HIS PRESIDENT by Will Rogers
LIFE IN MEXICO by Frances Calderon De La Barca (1839)
LIFE WITH FATHER by Clarence Day
LIFE, WONDERFUL, LIFE by Edita Morris
LITERATURE OF EAST GERMANY
LOVE STORY by Eric Segal
MADAM by Patrick Higgins
MARY STUART by Friedrick Von Schiller
MAX REINHART AND HIS THEATRE, ed. by Oliver M. Sayler
MAYA by Michael D. Cole
MELICO REVISITED by Erna Ferguson
MESCALERO APACHES by Charles L. Sonnichsen
MESSAGE FROM MALAGA by Helen MacInnes
MRS. MARCO POLO REMEMBERS by Dunning
MY LIFE WITH MARTIN LUTHER KING, JR. by Coretta S. King
MY MOTHER THE DOCTOR by Singer
MY OWN CAPE COD by Gladys Taber
MYSELF AMONG OTHERS by Ruth Gorden
MOSTLY MAMMA by Lewis Meyer
MYSTERIES by Agatha Christi, John Dixon, Simeon, Michael Gilbert, and G. V. Galway
NEMESIS by Michael Monahan
NEWPORT by Edwin Gilbert
NEWS FROM THRUSH GREEN by Miss Mead
NEW YEAR by Pearl Buck
NORMAN ROCKWELL: ILLUSTRATOR by Arthur Guptill
NOTES ON A COWARDLY LION by Burt Lahr
ONLY WHEN I LAUGH by Gladys Workman
PACKAGE AND PRINT by Alice Davis
PASS OF THE NORTH: FOUR CENTURIES ON THE RIO GRANDE by Charles L. Sonnichsen
PEACEABLE KINGDOM by Jan de Hartog

PENMARIC by Susanne Howatch
PIGS IN CLOVER by Frances Noyes Hart
POOR RUSSEL'S ALMANAC by Russel Baker
POPPA'S WIFE by Thyra Ferre Bjirn
QUAINT CORNERS IN PHILADELPHIA by Glorie Dei
QUEEN ALEXANDRA by Georgina Battiscombe
RABBIT REDUX by John Updike
RALEIGH'S EDEN by Fletcher
RING OF BRIGHT WATER by Gavin Maxwell
RISE OF RUSSIA by Robert Wallace
ROAD by Henry Beetle Hough
ROMEO AND JULIET by Shakespeare
ROSE by Gail Cameron
ROWING ALONE ACROSS THE ATLANTIC by Fairfax
SCOTLAND by Gunthur F. Allen
SENSUOUS WOMAN by J.
SMOKING AND HEALTH by U.S. Surgeon General--Advisory Committee
STILLMEADOW SEASONS by Gladys Taber
STILWELL AND THE AMERICAN EXPERIENCE IN CHINA, 1911-1945, by Barbara Tuchman
SWISS ALF AND HIS FAMILY by Mary Brandly Steiner
(written by a retired resident of Rossmoor to inspire others to write of their family history)
THE BRIDGE OF CHAPPAQUIDICK by Jack Olsen
THE LAST NINE DAYS OF THE BISMARK by C. S. Forester
THE LEGEND DEATH OF MOZART
THE MAKING OF AN IMAGE
THE MOON'S A BALOON by David Niven
THE RANCHER NEEDS A WIFE
THE STATUS SEEKERS by Vance Packard
THE VALENTINE AND ITS ORIGIN by Frank Staff
THE WEEDSILLERS DAUGHTER by Arnow
THE WILDER SHORES OF LOVE by Leslie Blanch
THIS ENGLAND - National Geographic Society
THIS IS MY LIFE by Thyra Ferré Bjorn
TOWER OF BABEL by Morris L. West
TRAVELS WITH MY AUNT by Graham Green
TROUBLED JOURNEY by Lockridge
TWENTIETH CENTURY, ed. by Alan Bullock
UPSTATE by Edmund Wilson
UP THE ORGANIZATION by Robert Townsend
WALT WHITMAN by Henry Seidel Canby
WANDERING KNIGHT by Barbara Schiller
WEDGEWOOD WARE by Allison Kelly
WE SPEAK NO TREASON by Rosemary Jarmon
WHEELS by Arthur Hailey
YOUNG ELIZABETH by Alison Plowden

APPENDIX D2

MAGAZINES MENTIONED IN QUESTIONS #15 OR #16 OF QUESTIONNAIRE

Name of magazine	Percent who mentioned it
American Artists	4
American Heritage	4
Archeology	2
Atlantic Monthly	8
Audobon	2
Better Homes and Gardens	8
Catholic Digest	8
Changing Times	4
Cue	2
Ellery Queen Mystery Magazine	6
Esquire	2
Family Circle	2
Family Life	2
Field and Stream	2
Forbes	2
Good Houskeeping	2
Gormet	2
Harpers	6
Holiday	2
House Beautiful	2
House and Gardens	4
Ladies Home Journal	10
Life	24
Ligurian	2
Look	6
McCalls	10
Modern Maturity	8
National Geographic	20
National History	2
National Wildlife	8
Newsweek	10
New Yorker	14
Photoplay	2
Readers Digest	38
Realities	2
Saturday Review	14
Science	2
Smithsonian	2
Time	18
U.S. News Report	4
Vogue	4

Name of magazine	Percent who mentioned it
Women's Day	2
Yankee	2

Professional Journals

Most people did not mention professional journals, because they were asked to limit the number they told me to their five favorites. So, persons who did not read many of the above, mentioned these.

American Association of Retired People	2
American Association of University Professors	4
American Journal of Philology	2
Classical Philology	2
Classic World	2
Journal of American Medical Association	2
Radiology	2

APPENDIX D3

NEWSPAPERS MENTIONED BY THE RETIRED ADULT READER

	Percent who read it
New York Times	68
Local Paper (includes 5 different newspapers)	66
Newspapers from where they previously lived	10
Wall Street Journal	6
National Observer	4
New York Daily News	4
Religious Publication	4
New York Herald	2
Philadelphia Inquirer	2
Women's Wear Daily	2